

DOCUMENT RESUME

ED 470 773

CE 084 074

TITLE Programming and Training Booklet 2: How To Design or Revise a Project.

INSTITUTION Peace Corps, Washington, DC. Information Collection and Exchange Div.

REPORT NO ICE-T0114

PUB DATE 2001-11-00

NOTE 127p.; For other booklets in this series, see CE 084 073-077.

AVAILABLE FROM For full text: http://www.peacecorps.gov/library/pdf/T0114_ptbooklet2.pdf.

PUB TYPE Guides - Non-Classroom (055)

EDRS PRICE EDRS Price MF01/PC06 Plus Postage.

DESCRIPTORS *Community Development; Data Collection; Developing Nations; Foreign Countries; Guidelines; Instructional Materials; *International Programs; *Program Design; *Program Development; Program Evaluation; Program Implementation; *Strategic Planning; Training; *Volunteer Training; Volunteers

IDENTIFIERS *Peace Corps

ABSTRACT

This booklet is one of five in the Peace Corps (PC) Programming and Training Guidelines collection that provides agency-wide programming and training guidance for PC staff and project partners. It offers PC staff and others a step-by-step approach for designing or revising a project, beginning with analyzing the situation in a country and ending with a complete project plan. Chapter 1 introduces the four major steps in the design process. Chapters 2-5 contain information on how to complete each step. Chapter 2, analyze the situation, describes collecting and analyzing information, sector-based or integrated programming, and developing the project concept. Chapter 3, develop the framework, focuses on reviewing PC project criteria and developing and revising the project framework. Chapter 4, create a strategy, contains information on how to develop the project strategy, how to update the Quarterly Trainee Request Summary, and the role and purpose of the Volunteer Assignment Description. Chapter 5 describes developing a monitoring and evaluation plan for the project. Chapter 6 provides guidance on putting together the results of the design process by documenting the project plan. Appendixes include sample documents, acronyms, a glossary, and an index. (YLB)

CE

ED 470 773

Programming and Training Booklet 2

How to Design or Revise a Project



Peace Corps



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.

Minor changes have been made to
improve reproduction quality.

Points of view or opinions stated in this
document do not necessarily represent
official OERI position or policy.

T0114

2

BEST COPY AVAILABLE

CE 084074

Information Collection and Exchange

The Peace Corps Information Collection and Exchange (ICE), a unit of the Center for Field Assistance and Applied Research (the Center), makes the strategies and technologies developed by Peace Corps Volunteers, their co-workers, and their Counterparts available to development organizations and workers who might find them useful. ICE works with Peace Corps technical and training specialists to identify and develop information of all kind to support Volunteers and overseas staff. ICE also collects and disseminates training guides, curricula, lesson plans, project reports, manuals, and other Peace Corps-generated materials developed in the field. Some materials are reprinted "as is"; others provide a source of field-based information for the production of manuals or for research in particular program areas. Materials that you submit to ICE become part of the Peace Corps' larger contribution to development.

This publication was produced by the Peace Corps Center for Field Assistance and Applied Research. It is distributed through the Center's Information Collection and Exchange unit. For further information about ICE materials (periodicals, books, videos, etc.) and information services, or for additional copies of this title, please contact Ice and refer to the ICE catalog number that appears on the publication.

Peace Corps
Paul D. Coverdell Peace Corps Headquarters
Center for Field Assistance and Applied Research
Information Collection and Exchange
1111 20th Street, N.W., 5th Floor
Washington, D.C. 20526
Telephone: (202) 692-2640
Facsimile: (202) 692-2641

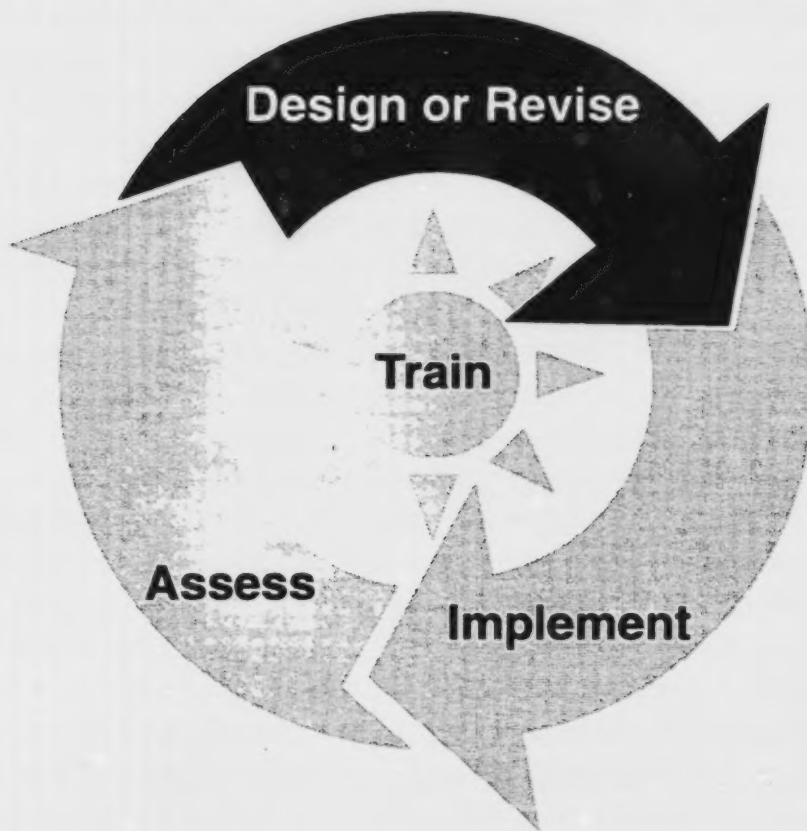
Share Your Experience

Add your experience to the ICE Resource Center. Send your materials to us so that we can share them with other development workers. Your technical insights serve as the basis for the generation of ICE manuals, reprints, and training materials. They also ensure that ICE is providing the most up-to-date, innovative problem solving techniques and information available to you and your fellow development workers.

Programming and Training

Booklet 2

How to Design or Revise a Project



Peace Corps



ICE T0114

BEST COPY AVAILABLE

Programming and Training
Booklet 2
How to Design or Revise a Project



Peace Corps
November 2001

Information Collection and Exchange
Publication No. T0114

Preface

The Peace Corps Programming and Training Guidelines is composed of 6 booklets. The booklets provide agency-wide programming and training (P&T) guidance for Peace Corps staff and project partners.

Booklet 1: Programming and Training: The Basics is an overview of the Peace Corps' approach to P&T.

Booklet 2: How to Design or Revise a Project offers a step-by-step approach for designing or revising a project, beginning with analyzing the situation in a country and ending with a complete project plan.

Booklet 3: How to Integrate Second and Third Goals Into Programming and Training provides ideas on how to integrate the Peace Corps' cross-cultural second and third goals into programming and training.

Booklet 4: How to Assess a Project shows how to design and implement a monitoring and evaluation plan.

Booklet 5: How to Implement a Project provides guidance, tips, and tools to use in implementing a project, including information on site development, how to train and support Volunteers, and the agency's planning and budgeting system.

Booklet 6: How to Integrate Programming and Training offers guidance on how to effectively develop training that supports programming goals.

The Peace Corps first developed agency guidelines for programming and training through the production of the Programming and Training System (PATS) in 1990. In response to feedback from posts, numerous field and headquarters staff revised and updated the publication. The Peace Corps gratefully acknowledges the contributions of everyone who participated in the development and production of this manual.

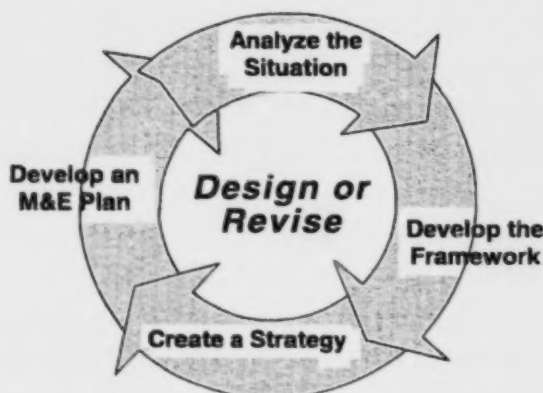
Table of Contents

Introduction	1
The Design Process.....	1
What is in this booklet.....	1
Who should use this booklet.....	2
Involving Partners.....	2
Analyze the Situation	3
Where are we now?.....	3
Collecting Information.....	4
Analyzing Information.....	15
Sector-based or Integrated Programming.....	21
Developing the Project Concept.....	22
Develop the Framework	25
Where do we want to go?.....	25
Review Peace Corps Project Criteria.....	25
Develop the Project Framework.....	27
Revising a Project Framework.....	37
Create a Strategy	39
Develop the Project Strategy.....	39
How Do You Update the QTRS?.....	47
Role and Purpose of the Volunteer Assignment Description (VAD).....	47
Monitor and Evaluate	57
How will we know when we get there?.....	57
Document the Project	59
The Project Plan Outline.....	59
Appendices: Tips and Tools	63
Appendix A: Sample Concept Paper.....	64
Appendix B: Sample Project Plan.....	69
Appendix C: Project Framework Worksheet.....	93
Appendix D: Financial Resources.....	97
Appendix E: The Peace Corps Project Criteria.....	99
Appendix F: Additional Resources.....	103
Appendix G: Use of Focus Groups and Steering Committees... ..	107
Appendix H: Appreciative Inquiry.....	111
Appendix I: Additional Sample Project Frameworks.....	115
Acronyms	121
Glossary	125
Index	129

Introduction

The Design Process

This booklet provides guidance to Peace Corps staff and others on how to design or revise a project. As illustrated at right, project design and revision is a cyclical process involving four major steps:



Analyze the Situation (*Where are we now?*) This step involves collecting and analyzing information on the current situation in the host country. Through interviews, observation, and document reviews, staff and other partners analyze current development efforts to identify where there may be a role for the Peace Corps. The results are then synthesized as a concept paper or pilot project following a period of participatory review.

Develop the Project Framework (*Where do we want to go?*) In this step, the project concept is refined by developing a clear purpose, goals, and objectives. The project framework defines what the project hopes to achieve.

Create a Strategy (*How will we get there?*) This step involves developing a strategy to implement the project. This includes identifying where the project will be implemented, what Volunteers skills are needed, who Volunteers will work with, and what resources are needed.

Develop a Monitoring and Evaluation (M&E) Plan (*How will we know when we get there?*) The fourth step of the design process involves developing a monitoring and evaluation plan for the project. This includes assessing how well the project is being implemented and whether or not it is achieving its objectives.

The chapters that follow contain information on how to do each of these four steps. The last chapter provides guidance on putting together the results of the design process by documenting the project plan.

What is in this booklet

- The basic steps to design or revise a project
- Examples of how to involve host-country agency partners in project design
- An outline for the project plan
- Sample documents



It may be helpful to read through the entire booklet, or you may prefer to only read specific sections as needed. Although the design process involves four distinct steps, in practice you may need to go back and forth between the steps. Please refer to the table of contents to find information on specific topics.

Who should use this booklet

You should use this booklet if:

- you are a new associate Peace Corps director (APCD) or program manager hired to design a new project;
- you are a new APCD or program manager hired to implement a project that has been going on for several years; or
- you are an experienced APCD or program manager who has worked with a project(s) for several years and you are designing a new project or have a sense that the existing project needs revision.

NOTES FOR REVISING A PROJECT

The steps in the design process are the same whether you are designing or revising a project. However, if you are revising a project, you are starting from a different place. This booklet addresses special aspects of project revision in sections entitled Notes for Revising a Project.

Involving Partners

This booklet stresses a participatory approach to project design or revision. Ideally, you are not involved in designing a Peace Corps project, but rather a project that is owned by a variety of host-country agency and community partners. This is critical to achieving the three goals of the Peace Corps. We collaboratively design and implement sound, sustainable development projects to address the Peace Corps' first goal. These projects—and the collaborative process—in turn provide a foundation and context from which Volunteers can address the Peace Corps' second and third goals of mutual cultural exchange. The participatory nature of the guidance and tools in this booklet is central to the Peace Corps' mission and philosophy. For more information on basic Peace Corps programming concepts, see *P&T Booklet 1: The Basics*.

Analyze the Situation

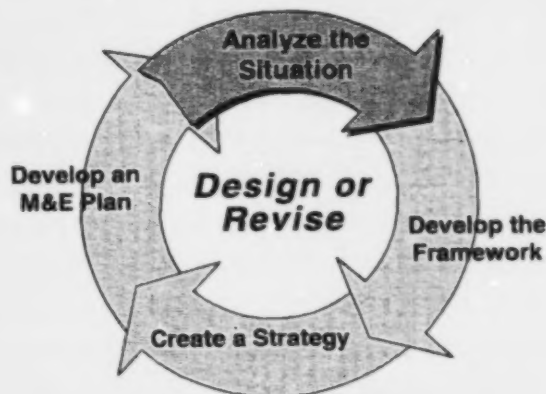
Where are we now?

The first step in designing or revising a project is to learn about the current development situation. Although this seems obvious, many times in development well-meaning organizations have charged ahead, implementing their own ideas of how to help. The result may be, at best, indifference from those being helped or worse, community members in a poorer or more dependent situation than when the development work started.

Determining what is currently happening is called a situation analysis or a needs assessment.

A needs assessment involves identifying options for appropriate activities and setting priorities for addressing those options given the resources available and the desires of the community and host-country government. The needs assessment helps articulate the reality of the current situation and what the Peace Corps and its partners hope to see in the future. A needs assessment goes beyond an impressionistic understanding and should take a systematic approach to gathering information.

A needs assessment (or analyzing the development context) is a critical time for developing relationships with host-country agency and community partners. Taking time to work together will result in a project that is needed and supported by local participants. It may take several months to develop a new project. In some regions, staff is expected to take the first year that Volunteers are in a post to develop a project plan. Mozambique's experience explains why allowing time for a collaborative planning process is important.



BEST COPY AVAILABLE

Peace Corps/Mozambique:

Participation is important for project development

Perhaps the most important (and difficult) step is to resist the temptation to get the project design done quickly which usually means without much input from others. This is particularly true in PC/Mozambique's case, as the post is still completing the transition from emergency relief to development, and many governments and organizations have come in hoping their projects and programs will be accepted and implemented. The Peace Corps asked how they could best support the country's goals and priorities and this makes a big difference. We continue to involve the Peace Corps in as many decisions as possible. We see a difference in how the Peace Corps is perceived and how Volunteers are received. We think we are supporting sustainable, community-based development in Mozambique.

Reviewing the situation involves:

- collecting information,
- analyzing information, and
- using information to develop a project concept.

Collecting Information

Who Should be Involved

APCDs and program managers have the major responsibility for designing or revising projects. This should be done in collaboration with host-country agency partners. Ideally, a design team includes both ministry level and local partners as well as international or local non-government organization (NGO) partners and other development agencies. If Volunteers are in the country, they can also be represented on the design teams, which are sometimes called project advisory committees or PACs. This committee would share responsibility for research, design, assessment, and revision of the project. In the ideal situation, the advisory committee would provide support throughout the life of the project.

Regularly scheduled meetings are important in the beginning to ensure that participants understand the Peace Corps' role in development and how the Peace Corps plans projects. Sometimes it is not possible to develop an advisory committee that meets regularly. If this is the case, it is still important to consult with host-country agency partners on a regular basis. The project should not be designed alone or with Peace Corps staff only. The Moldova experience provides an example of how to involve a project advisory committee in project planning.

Peace Corps/Moldova:

Involving host-country agency partners in programming

We have two projects that have host-country national involvement with the project plan. The secret is on-going communication on the part of the program manager with the committee members. Nina's Teaching English as a Foreign Language (TEFL) project has been in existence for six years. This project started with a rather large committee since they wanted representation from the ministry, the regional educational offices, school directors, counterparts, and Volunteers. Now that the project is in the implementation stage, there is a smaller committee, but it still includes a variety of positions, not just counterpart teachers.

The committee meets twice a year, usually for two or three hours. The Peace Corps reimburses for transportation expenses and provides lunch. The first meeting is in the fall, at the beginning of the school year, and the committee discusses information for the Project Status Reports, how Pre-Service Training went, possible new sites, and problems or trends within Peace Corps/Moldova and the Ministry of Education. The second meeting is in May. At this meeting the committee looks at successes and challenges of the past year, reviews the project plan and, if necessary, revises the plan. If someone changes jobs, or is no longer available for the committee, Nina knows who her active counterparts and contacts are and invites someone new to participate in the committee.

Elvira is developing the project plan for Health. She has two counterparts that she has worked with for the last year and a half. They have consistently provided her and the Volunteers with support. These counterparts are from the regional educational offices. She also invited a supportive contact from the ministry level. They are meeting monthly right now, but once the plan is finished the committee will probably go to Nina's model. Much of the credit goes to Nina and Elvira for actively looking for participants. However, I think that it is also important for programming and training officers and country directors to insist on this as a part of the project plan development. If this tone is set, I think host-country partner involvement will happen.

**NOTES
FOR REVISING
A PROJECT**

In ongoing projects, different people have different pieces of information about the project. They can frequently have strong beliefs about changing things or keeping things as they are. Your job is to facilitate a learning process that helps all the different stakeholders share information and learn from others, so that the most promising ideas can be found.

Identifying Information Needs

Before you can determine the best method for collecting information, you will need to identify what information you need. Identifying key needs in advance will help you prioritize and make the work more manageable. One way to do this is to identify categories of information.

The following are suggested categories:

- Host-country development initiatives and priorities



- Historical overview of the host-country (physical description, economy, social structure, political system, and culture)
- Historical update (covering the past year and emphasizing economy, social structure, political system, and culture)
- Host-country links to other development organizations (international and local NGOs)
- Statistics and information related to relevant sectors
- Current development activities that are successful

In revising a project, there will be a number of questions to research about the project plan. The *Country Director Handbook*, available from your regional office at Headquarters, suggests addressing the following questions when arriving at a post. These questions are also important for experienced APCDs to ask, to bring a new perspective to the project:

- Is the project plan playing a useful role or does it mostly sit on the shelf until the time for Project Status Reviews (PSRs) and Volunteer Assignment Descriptions (VADs) rolls around each year? How do you use your project plan? Does it reflect the current level of activities that Volunteers are engaged in? What aspects of the project plan were especially useful? If the plan has not been fully utilized, why not? What particular problems have you had with your project plan? Were these problems a reflection of problems within the projects or were they mostly unrelated?
- Who wrote the project plan? Who contributed to the plan? Do you think the contributions were representative of participants' real thoughts and opinions?
- Are the plans being reviewed or updated? Do partners and participants contribute to this? How could you improve the contributions and the level of participation?
- What purpose(s) is the plan serving? What is it not doing that, in your opinion, it could or should?
- Is there a project monitoring system built into your plan? Is it working?

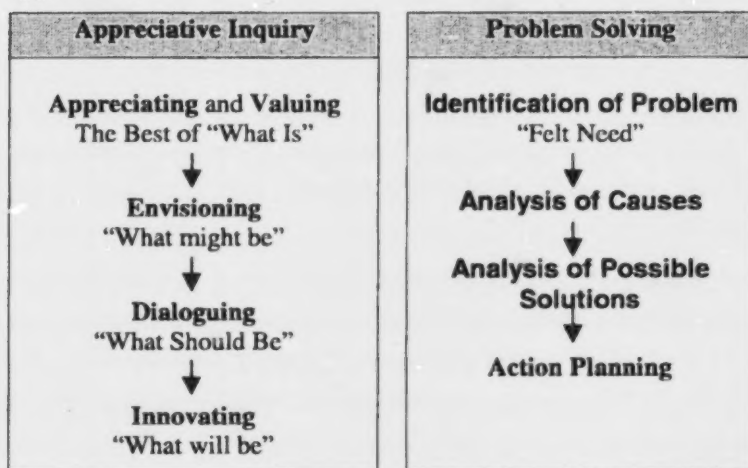
For further ideas and resources about project plans read "6.3 Project Plans" in the *Country Director Handbook*.

Approaches to Collecting Information for Project Design

A needs assessment collects information from many resources. Careful planning will help ensure that the right information is collected in the most efficient way. Conducting a needs assessment is also a good time to involve stakeholders and gain their support.

P&T Booklet 2: How to Design or Revise a Project

In the Peace Corps, there are two main approaches to collecting information for project design: a strength-based approach and a problem solving approach. Both approaches involve stakeholders in the project design process. Some posts are familiar with a problem identification approach and are comfortable using those methodologies. Other posts may find it more effective to begin by identifying resources and strengths that can be built upon. In the Peace Corps, the most common strengths-based methodology is called appreciative inquiry. Below is a summary of the two approaches.



These approaches are not exclusive of each other and may overlap. For example, when conducting an appreciative inquiry dialogue, information regarding problems or deficits may surface. Similarly, while conducting a problem analysis, people may bring up opportunities. This information is important to know and use in the design or revision process.

Strength-based Approach

The strength-based approach emphasizes the positive attributes of the community and what has worked well in the past. It provides motivation and helps people learn how to repeat successes. Thus, information gathering begins by acknowledging what is working at the present time, what resources are already available in the community, and what assets are present for creating change. The idea is that participants, in answering these questions, stir up memories and stories of energizing moments of success and develop a positive, practical approach to change. Participants gain a sense of commitment, confidence, and affirmation that they have been successful and can be again. In the discussions, they learn how to create successful new projects.

South Africa was one of the first Peace Corps posts to use a strength-based approach. Below is a brief explanation of how they began the process of designing a new education project.



Peace Corps/South Africa:

Using a strength-based approach in designing a project

If I look at the stages of project development and reflect on our own process, I think it went something like this:

We read lots of documents and met with lots of people, and at the end of the day, given our individual passions for South Africa, we found the standard problem or needs statement process did not work for us.

In crafting our first program description, we felt that it was important to describe the assets and strengths of the system. We wanted to know why did people send their kids to school everyday in spite of what was going on? What were they seeing? Why did teachers come every day? What did people want from a job besides a paycheck? It was those hopes and dreams that we felt needed to be tapped.

Our process also may not have been strictly bottom-up. We did have a kind of draft framework that was worded appreciatively, and we sought to verify that framework by asking for opportunities in each goal area from a variety of stakeholder groups.

More details and examples of appreciative inquiry can be found in *Appendix H: Appreciative Inquiry*.

Problem Solving Approach

This approach begins by asking people to look at situations around them and identify problems. This discussion should be participatory and can include pictures of both good and bad situations in the community to stimulate a dialogue with community members. The primary question to begin with is, *What problems are you having?* Use the answers to work with community members to diagnose causes of the problem and identify possible solutions. Because work is done with community members, they will likely be motivated and feel empowered to bring about the desired change.

Paulo Freire, a Brazilian educator, provides us with a positive way to conduct problem solving. In his model, identifying problems is done in such a way that the local culture is validated and community members' knowledge and assets are identified. This process raises questions for community members to analyze and promotes true dialogue. The results of these dialogues are small actions that move a community toward addressing their identified needs. For more information, read Paulo Freire's *Pedagogy of Hope, Reliving Pedagogy of the Oppressed*. Below is an example of a well-written analysis using a problem-solving approach.

Peace Corps/Zambia: WASHE Project

Problem Statement

The incidence of water and sanitation-related disease and water shortages within communities remains among Zambia's most serious problems. These factors cause high rates of morbidity and mortality, especially in young children and immuno-compromised adults, and contribute to a drain on the already thinly stretched finances of rural households. The Zambian government has limited capacity in terms of funding and human resources to address these problems in the rural population.

Problem Analysis and Causes

Scope of the problem

The World Health Organization estimates that 80 percent of all diseases in developing countries are related to unsafe drinking water and inadequate personal hygiene. According to data gathered in 1998 by the Zambian Ministry of Health, only 28 percent of the rural population and 66 percent of the urban population have access to protected water sources. The National Sanitation Situation Analysis estimates that only 30 percent of the population in the rural areas and 66 percent of the population in the urban areas have access to proper sanitation facilities.

Consequences of the problem

The main consequences are:

- high incidence of water related diseases (especially diarrhea and malaria)
- malnutrition due to frequent water related illness
- increasing risk of cholera epidemics
- adverse health effects for women/girls from carrying large quantities of water long distances

Causes of the problem

Direct contributing factors:

- lack of access to potable water
- unsafe fecal waste disposal methods
- poor hygiene education
- a lack of community organization to mobilize available resources.

Indirect contributing factors:

- "top down" planning by NGO's in the water sector
- bias towards urban areas for infrastructure investments
- lack of sustainability due to heavy reliance on donors
- failure to link appropriate hygiene education to facilities construction.

Since both strength-based and problem solving approaches motivate people to address their own needs and dreams, they can produce successful results. Both can also be used to fulfill the Peace Corps' three goals. The approach you select will determine the kinds of questions you will ask to collect information.

Sources and Methods for Collecting Information

Information for analyzing the development context of your project can be collected using a variety of methods. The most common methods are document reviews, interviews, and observations.



Document Review

Start by reading material that is already prepared. Some documents will be available in the Peace Corps office. The advisory committee members may have access to other documents. Below is a list of suggested materials to review.



Host-Country Documents

- Five Year Development Plans
- Specific planning documents from individual ministries with information about issues and priorities

Project or annual reports from USAID, United Nations organizations, the World Bank, and other NGOs

- *State of the World's Children* from UNICEF
- *Progress of the Nations* from UNICEF
- *World Bank Annual Report* from the World Bank
- *Human Development Report*
- *Intelligence Unit Report* from The Economist

Many of these organizations have country-specific plans and reports available on their Web sites.

Peace Corps Documents

- A Peace Corps post should have a country program strategy in place prior to development of projects. This can be found as part of the post's Integrated Planning and Budget System (IPBS) document.
- The country program strategy describes the direction that the post will be taking in the coming three years. It is based on a program analysis that reviews the history of the Peace Corps in the country, including what has worked well and what has not. It compares this information with stated host-country needs and priorities and considers resources and constraints of the local government. This information is compared to the Peace Corps' goals and philosophy. The information is then used to determine which development issues or sectors are priority areas for Peace Corps' work.
- Project Status Reports (PSRs) can also provide valuable information. These are annual reports from posts that describe a project's achievements, strengths, and weaknesses of the previous year. The Center for Field Assistance and Applied Research (The Center) analyzes the information from all PSRs and compiles an agency wide report that includes global trends and promising practices. Copies of the *Global Summaries* are distributed annually to posts.

Overall, these documents from various sources can provide extensive information about project status and development issues in a country. Once the information is collected, it needs to be verified and narrowed in scope through interviews and observations.

Interviews

Interviews are another excellent method for collecting information for analyzing the development situation. Your advisory committee can help prepare a list of appropriate people to interview. The list should include people in official positions, such as ministry personnel, as well as community members and representatives of potential stakeholder groups. It is important to ensure that the voices of a representative group of stakeholders are heard in the design process.

Use your categories of information as a starting point to develop questions for interviews. Ask questions that verify information collected when reading official documents or ask for updates on plans. The approach you select, problem solving or strength-based, will influence the types of questions asked.

Interviews may have two outcomes: learning about development issues and plans, and developing partnerships. If there is an advisory committee in place, ask members to take turns joining you for interviews. The following is a list of potential people to interview.

Ministry officials and other host-country representatives are critical places to begin interviewing. Their impact, sanction, and support are valuable for any project. If ministry level officials are not familiar with the Peace Corps, be prepared to give a brief explanation of the Peace Corps and the contribution Volunteers can make.

NGO staff, both international and local, often have valuable experience that can contribute to the Peace Corps' work. Representatives from NGOs may know key people to meet with and individuals who would be appropriate for an advisory committee. They can verify information reported in government documents and add information from their own experience. In addition, local NGOs often become key host-country agency partners in the project.

Development agencies can provide useful information on the development context of a country, including activities being carried out by other organizations. For example, in Education projects, Peace Corps staff often stay informed about the work of UNICEF, USAID, The British Council, and other organizations, even if they do not work directly with these organizations in their projects.

Post staff members, from the drivers to the country director, may have a wealth of information and experience either with the Peace Corps or other organizations that can inform your research.

Headquarters staff in Washington, D.C. are available to provide technical, operational, and programmatic advice. For questions related to project development, contact the regional programming



and training advisor (PTA). For support and guidance on technical and programming issues, contact the appropriate sector specialist in the Regional Assistance Unit (RAU) in the Center. These staff members can share ideas and experiences from other posts with you.

Volunteers can describe what to expect at the local level. Consider having a Volunteer representative on the advisory committee.

Community members and officials, especially from towns and villages that may become sites for Volunteers, are critical resources. To meet the programming criteria, it is important to talk with diverse groups of community members. Talking to women and men separately can provide insight into the issue you are exploring. Also, tools such as community mapping or seasonal calendars can facilitate discussions with community members. Explanations of these tools are found in the *Participatory Analysis for Community Action (PACA) Manual* (ICE number M0053) and *Gender and Development Training* (ICE number M0054).

The following is a lesson learned by Peace Corps/South Africa about including as many people as possible in project planning.

***Peace Corps/South Africa:
Involving Community Members in Project Planning***

Program development in South Africa must also heed the values and norms of a nation that is engaged simultaneously in recovery from a horrible past, reconstruction in a sometimes volatile present, and development for an uncertain but promising future.

Two of the most important values in every area of endeavor in present-day South Africa are transparency (in planning) and inclusion (in decision-making). Because of a long history of exclusion of the large majority of South Africans from participation in political and economic decision-making, South Africans have a deep and binding commitment to inclusion of all stakeholders in the conceptualization, planning, design, implementation, evaluation, and refinement of all development activities.

Peace Corps/South Africa's recognition, acceptance, and heeding of that value has served its program development efforts very well. In practice this means, for example, that the staff cannot simply meet with its provincial department Counterparts, set program priorities, and design a project that is then delivered as a package to the community. The process must include, and has included, officials from the appropriate provincial department offices, officials at the regional, area, and circuit level, and principals and teachers of the involved schools and potentially involved schools. These consultations must also include all other stakeholders in the community, among which are teachers' unions, principals' professional associations, school governance councils, traditional leaders, and various community-based organizations that have a stake in the enterprise.

Failure to play out this step-by-step, time-consuming process violates the prime values of transparency and inclusion, and can very easily result not only in short-term delays, but also in long-term opposition to the activity in question. When done properly, however, this process yields the consensus and support among stakeholders that is absolutely essential to community-level development projects. We fully expect that our program development and project implementation efforts in any sector in which we operate will require acceptance of this value and adherence to the attendant norms.

Observation

Another good method for collecting information is to simply travel to a variety of places in the country and observe what is happening. When conducting observations, it is helpful to know what you want to learn in advance and to keep records of what you observe.

The following is taken from *Promoting Powerful People* (ICE number T0104):



NOTES FOR REVISING A PROJECT

A new APCD or program manager (PM) often encounters staff and projects that have been in place for several years. It is important for the new APCD or PM to build relationships with staff and stakeholders, review the history of the project, and clarify roles and expectations. Taking these steps at the beginning of a revision process will help the APCD or PM include the right participants, establish clear communication, and create an effective learning environment.

Open or unstructured observations allow for a good deal of flexibility, the only restriction being that the observations should be focused and systematic. Open observation is particularly useful when you are new to an area. It will help you understand what people do in relation to their physical and cultural context. For example, observing families preparing and eating meals will teach you a lot about nutrition within its physical and cultural context. As you understand more about the new area you are visiting, you can begin to talk with people about the reasons why they do what they do.

To make your observations focused and systematic, you first need to decide what you are going to observe; you then need to record what you have observed for later reference. In fact, the difference between observation and just seeing things is the recording of what is observed. Don't trust your memory. Keep a diary of what you observe in relation to questions you have already determined. In this diary, record exactly what you observe. Record how and what men and women and boys and girls are doing in the community. This information will be a useful tactic in analyzing the information you collect.

There is one important rule about making observations and taking notes: beware of adjectives. For example, instead of writing, "They served the child a large portion of beans and the child could not eat it all," think and write "They served the child about one cup of beans; the child ate only about one-half of them." "Large" is a relative term. How you perceive small, dirty, poor, and other such adjectives are based on your life experiences and values and will change the longer you are in the village and consciously try to be less judgmental. Be concrete in your descriptions. While you are writing, think, "If someone else read this, would they be able to visualize exactly what I observed?"

An experienced APCD may make it a regular practice to collect information relevant to a project. However, observations or interviews done as usual may not always stimulate innovative thinking. In the revision process, it is valuable to do things that shed new light on a familiar situation. The following list illustrates a few things to do that can bring "fresh eyes" or a new perspective to a project:

- Talk to participants directly (for example, farmers, community health workers, and students) and other stakeholders who may have been marginalized in the past. Ask them to tell their stories or explain a picture from the community.
- Talk to Volunteers.
- Form cross-functional teams with other APCDs as well as staff not usually involved closely in project design (such as

trainers, program and training officers (PTOs), Peace Corps medical officers (PCMOs), and specialists from the Center).

- Invite others from outside the Peace Corps and its partners (ministry officials, representatives from agency partners, and staff from NGOs that you are not presently working with) to review your findings.
- Try imagining you just arrived from another country and did not speak the language. As a foreigner, what would you observe about the project?
- Consult with regional programming staff about what they observe and what they know is happening in other posts.

In the process of collecting information, particularly about an ongoing project, people may have strong opinions. Treat each suggestion as valuable. This is not the time to find something wrong or to place blame. The team asking questions should seek strengths as well as areas for improvement. Also, you and the advisory team are not obligated to implement every suggestion. After analyzing the information, the best changes should emerge.

Analyzing Information

The emphasis so far has been on learning from stakeholders. In the analysis phase, however, it is time for the APCD or program manager to use their technical expertise and facilitation skills. During analysis, different opinions should be welcomed to encourage creative thinking. Several tools are available to help you.

Tools

The first step in analyzing information is to organize it. Since much of this information may be narrative, look for common statements or ideas that were heard from a variety of sources. It may help to develop a table or chart to categorize the information.

Information Category Table

Common Ideas	From whom or where did you learn this?	Disagreeing Comments	Is this a potential area for Peace Corps?
People do not have food	- Ministry of Agriculture - Three NGOs - Community members	"There is plenty of food. It is mostly exported." - Ministry official	Yes
Water is not available consistently	Observation in three regions		Yes
Food is too expensive	Community members in three villages		No

Once the information is organized, the advisory committee needs to interpret the data. The following are examples of questions that can aid in this analysis.

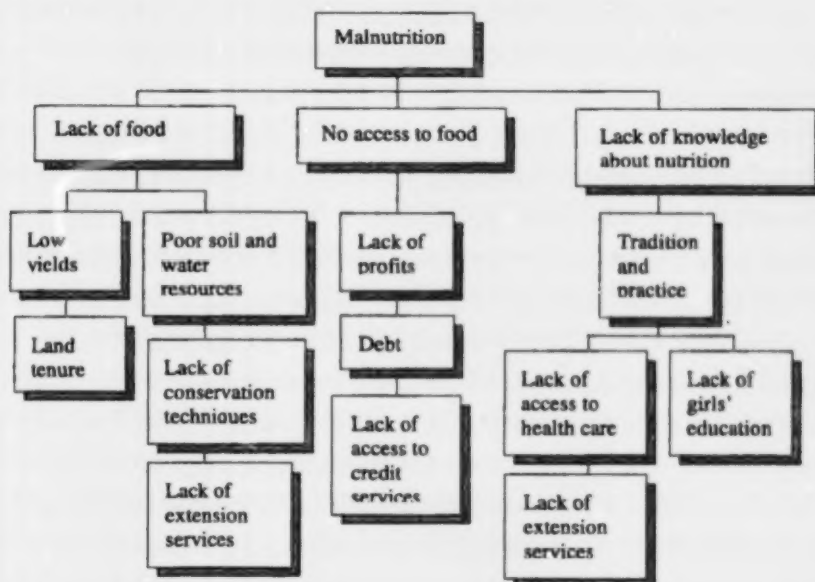
Situation Analysis Checklist

- What common themes stand out?
- Is the theme expressed as a priority both from national level information and local level information?
- Is this issue something that fits with the Peace Corps' three goals, philosophy of capacity building for sustainable development, and project criteria?
- Are other organizations addressing this issue?
- What are key relationships between stakeholders to be aware of?
- What successes have occurred in addressing this to date?

BEST COPY AVAILABLE

Problem Tree

Another tool that can be used to interpret information is a problem tree.



This tool is a way to track problems and their causes visually. To build this tree, continue asking the question "Why?" until you have identified as many causes as you can. When you analyze the problem of malnutrition many causes are brought to light. The project should focus on addressing the causes that can be influenced. For example, it is unlikely that a Peace Corps project can change land tenure laws or decrease inflation, but the Peace Corps could design an integrated project that addressed soil and water conservation, access to credit services, health extension, and girls' education.

Gender Analysis

Gender analysis is the examination of social and cultural factors that determine an individual's place in society based on sex, age, ethnicity, caste, class, or other classification. One project criterion, as described in *P&T Booklet 1: The Basics*, is that a strong project considers gender relationships and promotes women's participation. As the project concept begins to take shape, be sure to consider women's roles and the impact of the project on women. When conducting interviews, add questions that gather information about gender. Below are examples of questions you might ask community and advisory team members.

- How are different groups expected by the community to think and act? (gender roles)
- Who does what? (gender division of labor)

P&T Booklet 2: How to Design or Revise a Project

- Who has access to resources, benefits, and information? (access)
- Who has the capacity to initiate action and determine outcomes? (power relations)

The following is an example of what may occur if the impact of gender roles is not considered.

Philippines Rice Project

The goal of this project was to improve family income. To achieve this, a new strain of rice was introduced that produced more rice per acre. The rice was accepted and grown. After three years, a follow-up study showed that the new rice had been accepted, but family income had decreased.

On closer examination, it was discovered that the new rice had short stalks, therefore leaving less rice straw after harvesting. In addition, harvesting took more time due to the increased production of rice. The additional income from the rice did not make up for the loss of income from the women's mat and basketry making from the rice straw. Women were making fewer baskets because they had less straw to use, and less time because of more post-harvesting work.

If gender analysis of the community had been conducted prior to project design and implementation, these gender roles would have become apparent, and different interventions would have emerged as a means to increase household income.

There are many tools available for conducting gender analysis (see *Appendix F: Additional Resources*), many of which are available through ICE. The following example shows how one post revised its project after conducting a gender analysis.

*Peace Corps/Honduras:
Applying Gender Analysis to the Project*

A request for gender analysis of the Hillside Farming Extension project came to the Center for Field Assistance and Applied Research from the APCD/Agriculture. The APCD was not looking to re-do the entire project plan but rather to determine if it should be refined, and if so, how. The Peace Corps Women in Development coordinator traveled to Honduras to work with the APCD on further identifying the gender issues at both organization and program levels and to recommend actions to better address these issues.

The APCD identified some thoughts and questions to guide the gender analysis of this project:

- Does an increase in food availability, especially in basic grains, actually result in a decrease in malnutrition? Efforts directed towards basic grain production are generally male-directed. However, females are more likely to have a greater impact on family nutrition. PC/Honduras does family gardens, but the main focus still is on basic grains. Should the project be modified to better address malnutrition or should nutrition be eliminated as a goal?
- "Mostly female" or "female specific" tasks are not listed in the project framework. What is the best process for determining what those tasks are and including them in the plan?
- Very little is being done in terms of gender/PACA training. When are the best times for us to address this? During Pre-Service Training (PST) or In-Service Training (IST)?
- Volunteers are encouraged to take farmers to model farms or to training courses. What are some ways we can increase the participation of women in these activities?

Recommendations

Two areas needing further clarification became apparent in the process: Volunteer expectations, and the project plan.

- Volunteer expectations of their work based on PST and documents received prior to and during PST emphasize working with men on the hillsides. If Volunteers work with women or girls, they consider these extra activities and not consistent with the project plan. Although the project plan includes activities that involve women and youth, the emphasis is placed on working with men on basic grains and beans.
- Is the primary purpose of the project household food security or improved agriculture practices? Although linked, these two purposes have different ramifications on project implementation.
- The language in the project plan and project framework can be modified to more clearly state that Volunteers are encouraged to work with men and women. For example, use men and women farming households instead of professional farmers, and add a paragraph on working with men and women on vegetable gardens as a means for increasing nutrition.
- Add a paragraph on household food security as well as increasing agricultural techniques.

At the end of the week, the APCD/Agriculture drafted an action plan based on the interviews and conversations conducted throughout the week. The action plan takes into account gender issues at both organizational and programmatic levels.

***Peace Corps/Honduras
Hillside Farming Action Plan—March 1999***

Within the next one to four months:

Revise the Volunteer Assignment Descriptions (VADs) to include a better gender focus,

Revise the Site Placement documents to include a better gender focus.

Starting now, but taking up to one year to complete:

Review PST to:

- 1) simplify some sessions and eliminate some that are not really useful;
- 2) make other sessions more in-depth to enhance the Volunteer's ability and confidence; and
- 3) provide more emphasis on the gender issues affecting the sector.

Within the next nine months

- 1) Survey Volunteers on the amount of PACA training they received, how comfortable they are with the tools, and how often they use them.
- 2) Survey Volunteers about the amount and kinds of female-directed activities they work on.
- 3) Survey Honduran women about their agriculture interests and their time availability for attending training sessions both in their communities and away.

During Fiscal Year 2000

- 1) Conduct three regional ISTs on Women in Agriculture. The ISTs will include Volunteers and at least one Counterpart.
- 2) Conduct one national IST on Women in Agriculture.
- 3) Develop a training fund for women to be trained by other women.

Possible Adjustments to the Project Plan:

- 1) Change the name to reflect the emphasis on families or households, not just on hillside farms.
- 2) Shift the first goal emphasis from community nutrition to family nutrition.
- 3) Include more female specific oriented tasks in the project framework.
- 4) Develop an improved M&E plan to better include the family/household focus.

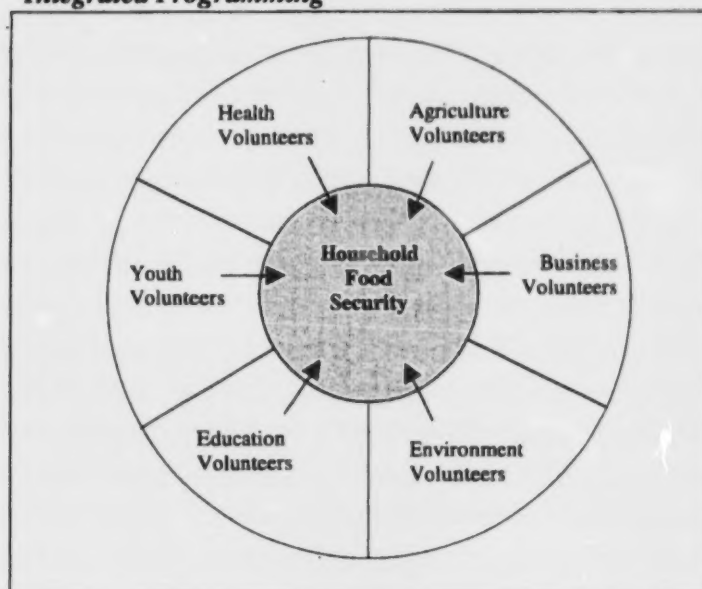
Sector-based or Integrated Programming

As part of the analysis, the advisory committee may determine that a theme in a single sector, such as Environment, Agriculture, or Business, surfaces as the most important focus for the project. For example, "Communities need to improve their management of natural resources so that the environment is protected." Or, a single issue that involves several sectors may surface as a primary focus of the project. For example, "People do not have enough food through the year." It is possible to design a project for either situation. The latter type of project is called integrated programming.

Sector-based programming assesses the issues that impact development in a country. Several priority sectors are identified. Over time, staff is hired to develop projects for different sectors. Staff develop a project based on their technical experience, training, and connections. Then agreements are made with appropriate ministries and NGOs for sites where Volunteers will work. Sometimes Volunteers from two or more sectors will be placed in the same vicinity. Those Volunteers may or may not work together, integrating their activities.

An alternative way is to have an entire post or several sectors at a single post address a single issue identified in the needs assessment. The following illustrates how a post using the integrated model might think about the project and placement of Volunteers.

Integrated Programming



In this approach, all Volunteers work to address the same priority issue. Each sector brings a different and specific skill to address the

NOTES FOR REVISING A PROJECT

Begin a dialogue with the Country Desk Units (CDUs) early in the revision process to ensure that resources are available. Contact your CDU if one of the following changes occurs in the project:

- *New profiles of Volunteers are required*
- *A new trainer is required for Pre-Service Training*
- *A change in the number of Volunteers requested*
- *Changes in geographic placement of Volunteers*
- *Changes in ministry or host-country agency partners*



complex issue. Volunteers live in clusters, within biking distance from Volunteers in different sectors, and all coordinate their work. Volunteer efforts in the various sectors should be complimentary to achieve a cumulative effect on the primary issue. Issues that could be addressed in an integrated way are water and sanitation, girls' education, and any other issues that have contributing factors from multiple sectors. This type of programming requires a commitment from all staff at a post. A programming team and their advisors, as opposed to individual APCDs, makes decisions.

Developing the Project Concept

At this point in the process of designing or revising a project, information has been collected and analyzed. The broad outline of the project is formed and a specific sector or issue has been determined to be the most important focus for the project. This is a good time to review procedures for initiating a new project or project revision.

Every region has its own expectations about the steps to start a new project. Check with your country director, programming and training advisor, or Country Desk Unit for specific regional guidelines. As an example, below are the steps expected by the Africa region to show a typical flow of events for negotiating and documenting a new project. These steps begin approximately 18 months prior to the arrival of the first group of Volunteers.

Most new projects develop from revisions of older projects. Because projects are consistently responding to changes in the local context, the timing for changes is not predictable. The PTAs become aware of changes generally when a shift in resources is required to implement the revision.

Headquarters staff should be in a dialogue with post regarding the revised project several months before post makes formal requests for resources through the Integrated Planning and Budget Process (IPBS).

The Process for Starting a Project

Step 1	Post discusses their idea informally with Country Desk Units (CDU) and senior staff to ensure agreement in principle to exploring possibilities for project start up and availability of Volunteers.
Step 2	Post formally indicates their intention to start a new project in its IPBS. The rationale for the new project should be stated. The description should reference timelines for taking on board a new APCD and the development of a concept paper and preliminary project plan. It should also provide the number and type of Volunteers required and plans for training, as well as a request for assistance in the technical training of PST, if needed.
Step 3	Post sends Africa region its concept paper (a maximum of six pages) which outlines • project purpose/vision • hoped for results and impact • approximate duration of the project • how the project fits in with host-country plans • who the main host-country partners will be • other development cooperation agencies working in the sector • how the project will fill a gap in sectoral development • the kind of work the Volunteers will be undertaking • the kind of site(s) Volunteers will be assigned to • the Volunteer Assignment Area(s) • the priority training needs of the incoming Volunteers. The Region reviews the document and gives post approval to move forward.
Step 4	An APCD is recruited. Ideally, a new APCD will be at post six to nine months prior to the arrival of the first training group. During this preparation time, the APCD will: • draft the preliminary project plan • develop partnerships with host-country nationals and others • develop the VADS • work with the training team on designing the PST • develop sites, etc.
Step 5	The post sends in its Quarterly Training Requests (QTRS) for the new project to the CDU. The CDU alerts Volunteer Recruitment and Selection (VRS) that plans are underway for a new project and relays to post any comments VRS may have. Note: VRS should receive the QTRS one year before the Trainees arrive at post.
Step 6	Post develops a preliminary project plan that follows the programming and training guidelines. The plan is preliminary because Volunteers gain useful insights as the paper plan is put into action. The word "preliminary" makes it clear that the plan is evolving and that the Volunteers and their community partners can work with the APCD to refine the document and link it closely to realities on the ground.
Step 7	Post sends the preliminary project plan into the Africa region where it is reviewed by the Africa Regional Assistance Unit, the PTS, the post's CDU, and representatives from VRS. The Africa Regional Assistance Unit coordinator synthesizes the feedback and sends the comments to the post via the CDU.



Pilot Projects

One option to consider when developing or revising a project is to start with a pilot project. This is a way to start small and build on successes. It may be two or three Volunteers spending a third year researching the best approach to a new project. In other cases a small number of Volunteers with new skills may be recruited and sent to a country with the idea that their work will inform the project planning process. If this option is selected, develop a schedule and plans to analyze the pilot phase before automatically expanding the project.

Check with regional staff to determine if a pilot project is an appropriate step in the design or revision process for your post.

The Concept Paper

The concept paper records the rationale for the project. This document is used to inform stakeholders and Headquarters about the initial plans for a new project. Information in this document is also used to develop the final project plan.

Check with your CD and PTA to clarify the format and timing of submitting a concept paper. See *Appendix A* for a sample concept paper for Côte d'Ivoire's *Strengthening Human Resource through Education Project*.

Summary

The key steps in reviewing the current situation are:

- collect information (read, interview and observe);
- analyze information with an advisory committee to determine the most appropriate issue for Peace Corps and its partners; and
- use the information to develop a concept paper.

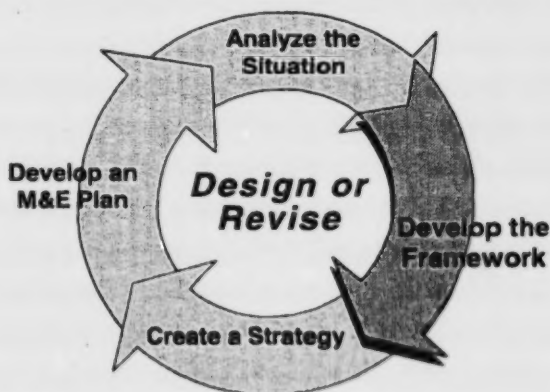
The next step in designing or revising a project is to develop a detailed project framework

Develop the Framework

Where do we want to go?

During this phase of project planning, general ideas from the concept paper are developed into more specific statements of what the project should accomplish. These statements are called the project framework. This step is the heart of the design or revision process since it increases local capacity and transforms good intentions into achievable actions.

Developing the project framework should be a participatory exercise that takes place over time. One way to do this is to develop a draft framework with your project advisory committee. The draft can then be reviewed by Volunteers and other partners and stakeholders. This participation can help develop partnerships and ownership to support the sustainability of the project after the Peace Corps is no longer involved.



Review Peace Corps Project Criteria

As the project framework is beginning to develop, it is important to review the agency's project criteria to make sure the project is meeting the Peace Corps' goals and philosophy. Take time to consider each of the following criteria. If a certain criterion does not apply, explain in your project plan why it is not relevant for the project.

The Peace Corps Project Criteria

A strong project:

1. increases local capacity;
2. strives to address the expressed needs of those that have limited access to resources and opportunities;
3. seeks sustainable results that complement other development efforts;
4. has local participants as partners in developing, implementing, and assessing the project;
5. considers gender relationships and promotes women's participation to increase their status and opportunities;
6. places Volunteers where their skills match the countries' needs;
7. does not displace qualified and available local workers with Volunteers;



**NOTES
FOR REVISING
A PROJECT**

It is a good exercise to use the Peace Corps' Project Criteria when revising a project. Some criteria, such as "The project has local participants in developing, implementing, and assessing the project" are applicable for the revision process as well as the design process.

"The project considers gender relationships and promotes women's participation to increase their status and opportunities" is a new criterion that all projects need to address.

Review each of the criteria with the project advisory team to ensure that the project still supports the Peace Corps' goals and philosophy of sustainable development.

8. uses the types and numbers of Volunteers that are consistent with available applicants;
9. has local Peace Corps staff and resources to train and support Volunteers so they can complete their assignments successfully; and
10. has host agencies and communities as partners so they can support the project and the Volunteers.

A more detailed description of each criterion may be found in *Appendix E*.

Incorporate Capacity Building Approach

Years of analyzing Project Status Reports (PSRs) revealed that most Peace Corps projects target similar groups of people. This makes sense because the Peace Corps' first goal is to transfer skills or build the capacity of participants in a people-to-people approach. This trend became the basis for the "Capacity Building Approach" introduced in *P&T Booklet 1: The Basics*.

Using the capacity building levels when designing or revising project frameworks can strengthen and simplify the planning process and aid in information sharing across posts, sectors, and the agency.

Capacity Building Levels

- Individual members of the community: They could be students in a classroom, farmers in a cooperative, clients served by an NGO, or other project participants. Building capacity at this level is usually a Volunteer's major focus.
- Professionals, service providers: These could be teachers in a school, leaders of an NGO, or managers of a farmers' cooperative. While each Volunteer has an identified community partner who may or may not be a service provider, there are others at the same level of leadership as Volunteers who provide services to the individual members of the community. Strengthening capacity at this level helps ensure local leadership for continuing activities into the future. Capacity building activities might include workshops, modeling improved methods, trainings, or support in a community activity.
- Organizations: Examples include schools, NGOs, or farmers' cooperatives where Volunteers are placed. Strengthening organizational capacity, such as management skills within an NGO, working with teachers to develop organizational skills and materials for a school, or helping health workers develop a record keeping system for a clinic, all help root other activities in an ongoing, functioning, and supportive environment.

- **Communities:** Community refers to a group of people living in the same area, most commonly the village or neighborhood. Capacity building at the community level refers to activities that have a broader community focus. Examples of activities that build capacity at the community level might be the celebration of Earth Day or a community content-based instruction (CCBI) module that culminates in organizing a community meeting on girls' education or health needs.

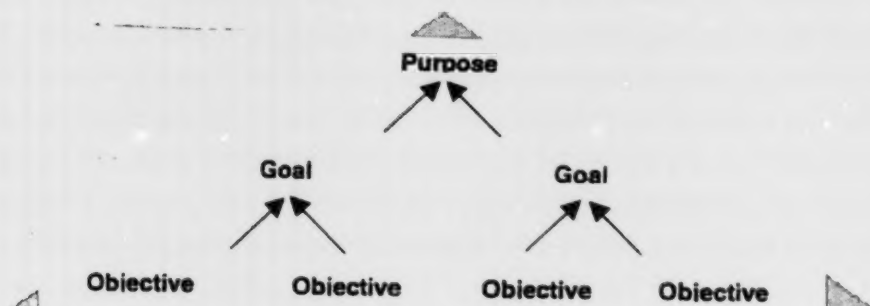
Talk with the sector specialists in each RAU for more details on using the capacity building approach. Sector specialists can provide examples of project frameworks as guides for project development.

Capacity building levels can be included in the planning process when determining the goals or the objectives of the project. As you read below about developing the project framework, be sure to note the different ways the levels of capacity building can be incorporated in the project framework.

Develop the Project Framework

A project framework is a series of statements that describe what you and host-country agency partners plan to do in the project and what you expect to happen as a result of project activities. These statements flow from one to the other logically and move from broad statements to more specific activities. The Peace Corps' project framework has three levels that are linked together—purpose, goals, and objectives.

- The objectives of a specific goal, taken together, should lead to the achievement of that goal; and
- The goals, taken together, should lead to the achievement of the project purpose.



BEST COPY AVAILABLE

Purpose

A purpose statement answers the question, What is the broad desired improvement in people's lives that will result from this project?

In the capacity building approach of the Peace Corps, the desired future condition focuses on how a particular target group will change their own lives. Thus, the purpose statement may include the main target group, the broad improvement in their lives, and the means for change. The purpose should reflect the visioning process that has gone on with stakeholders and further define what you hope to achieve together.

Examples from various sectors:

Education: Rural communities will increase their access to opportunities and resources by improving the quality of education.

Health: Rural communities will improve the health status of their members by providing better preventative health care, including prevention of HIV infection among youth.

Environment: Rural communities will raise their standard of living by implementing community actions that encourage food security and conserve the environment.

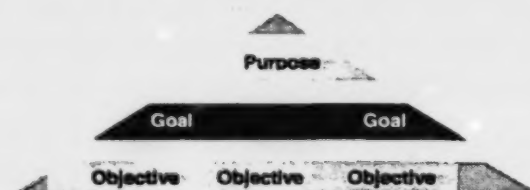
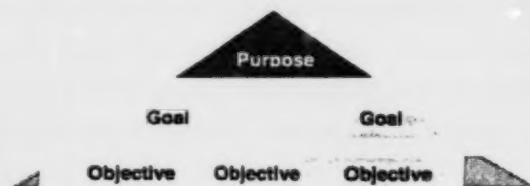
Small Business: Small and micro-business owners will raise their standard of living and increase employment opportunities by developing their business environment.

Goal

Goal statements should answer the question, What conditions need to occur to achieve the project's purpose?

Goal statements should provide a more specific description of the desired conditions that need to exist in order to reach our purpose. Following the capacity building approach, goals could focus on developing the capacity of individuals, service providers, organizations, and/or communities as a whole. Goals are long-term and not quantified.

Examples of goals that correspond to the sector purposes listed above:



BEST COPY AVAILABLE

P&T Booklet 2: How to Design or Revise a Project

Education

1. Students, especially girls, in secondary schools and science resource centers will improve their learning of mathematics and science through innovative teaching methods.
2. Teachers will enhance their analytical and decision-making skills and use innovative teaching methodologies and techniques in the teaching of mathematics, science, and visual arts.

Health

1. Communities will identify health issues and plan and implement preventative health interventions.
2. Youth will protect themselves from becoming infected with HIV and other sexually transmitted infections.

Environment

1. Communities will develop systems for managing natural resources in a sustainable way.
2. Communities will identify and develop alternative income generating activities while conserving and enhancing the environment.

Business

1. Small and micro-business entities will develop appropriate organizational structures to improve their access to non-traditional export and tourism markets.
2. Community organizations (such as schools, NGOs, and local government) will better serve their communities through strategic planning and participatory resource management.

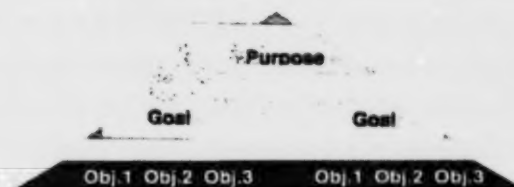
There should be two to four goals to achieve a project purpose. Too many goal statements may indicate that you are thinking at a level of planning that is too detailed.

Objectives

Objective statements answer two questions:

- What major activities will Volunteers and their community partners do?
- What knowledge, skills, attitudes or behaviors are expected to change because of these activities?

Objectives are specific statements that describe two things: 1) the activities the Volunteers and community partners will do, and 2) the desired change or outcomes that occur because of those activities. Outcomes focus on the capacity of stakeholders and are stated in



terms of changes in knowledge, attitudes, skills, or behaviors. More specifically, objectives should include the following information:

- By when?
- Who will do what?
- To whom and how many?
- With what result?

Objectives are the only place in the project framework that ask for specific numbers and dates. This is important for implementing the project and essential for assessing the success of the project.

If all of the objectives for a goal are achieved, then together they should logically lead to achieving the desired conditions identified in the goals. Each goal should have at least two objectives but not more than four. If there is only one objective it is probably restating the goal with different words or more specific details. If there are more than four objectives, they are probably describing a lower level of planning, such as the task level.

Examples of objectives for the first Business goal above are:

1. By 2008, Volunteers and community organization managers will have trained 100 community organization staff in marketing so that 25 of those staff will complete a marketing plan for their organization.
2. By 2008, PCVs and community partners will have organized community meetings for craft producers in 25 communities. These meetings will result in the creation of five cooperatives for the production and/or marketing of crafts.

How do you write objectives?

The following chart can help in thinking through and writing each part of the objective. It is an optional tool that can help clarify the logical links between goals, activities, and the desired changes. Use the chart if it helps you and host-country agency partners in planning. If you are not using the chart, write objectives as regular sentences. Then see if they fit into the boxes as a check to make sure the objectives have answers to both questions.

Activities	Desired Change	Long-term Impact (Goal)
What major activities will Volunteers and their community partners do?	What knowledge, skills, attitudes or behaviors are expected to change because of these activities?	What condition needs to occur to achieve the project's purpose?
Objective 1:		Goal 1: Small and micro-enterprise entities will develop appropriate organizational structures to improve their access to non-traditional export and tourism markets
By 2008, PCVs and community organization managers will have trained 100 community organization staff in marketing.	25 of those staff will complete a marketing plan for their organization.	
Objective 2:		
By 2008, PCVs and community partners will have organized community meetings for craft producers in 25 communities.	These meetings will result in the creation of five cooperatives for the production and/or marketing of crafts.	

In revising a project plan, review activities that Volunteers are currently engaged in. What are some of the outcomes? Some people find it easier to think from the goals down to the desired changes or expected outcomes, then down to the activities. Others prefer to begin to think about the activities that are happening and then up to the results. When using the chart above, feel free to start from the left or the right. The boxes flow logically from one to another, so it is possible to start anywhere.

Activities are the major actions in a project that a group of Volunteers and community partners will be implementing to achieve the goals. Activities do not equal tasks. Tasks for individual Volunteers will be found later in the project plan. Each activity can be divided into many individual tasks. For example, a common project activity is to train. Many tasks are necessary to train a group of people.

Example:

Major Project Activity:

To Train



Tasks to achieve the activity are:

- conduct a needs assessment,
- develop the curriculum for the training,
- implement the training,
- assess the training, and
- follow-up with participants after training.

In the objectives, the focus is on major project activities, not tasks. Guidelines on determining tasks and using those tasks to develop the competencies that guide training is discussed in *P&T Booklet 6: How to Integrate Programming and Training*.

Estimating the Numbers

Having realistic numbers helps to define success and helps Volunteers and community partners know what to achieve.

It is important to disaggregate numbers by sex and age to make sure that the project is meeting the criterion of promoting women's participation. For targeting activities and monitoring them, you and host-country partners will need to define the age group appropriate for that activity in that specific culture (i.e., how many women, men, and girls and boys from X age to Y age).

Although you may not know exact numbers at the beginning of the project, it is possible to estimate. It is important to estimate numbers even in the first year. As the project is implemented, after a year or two, numbers can be adjusted up or down depending on what is learned from the Volunteers and partners. Remember that a project plan is a "living document."

Suggestions for Estimating Numbers

How do you know how many?

When estimating numbers for objectives, do not anticipate that everyone who participates in training or other activities will adopt the suggested new knowledge, attitude, skill, or behavior. In fact, according to applied behavioral science research, only a small percentage of participants will try a new behavior, and fewer people will adopt and maintain the new behavior. The following is a simple formula to help you determine realistic numbers for your objectives.

The number of people a Volunteer can train in a year *multiplied by* the number of Volunteers in a year *multiplied by* the number of years of a project.

Example: 40 participants trained by a Volunteer in a year
 x 25 Volunteers
 x 8 years

8,000 people trained

(This is the number that will be in the Activity part of the objective.)

Volunteers should be asked to report on the number of people trained, broken down by sex and age. For example, 10 men, nine women, three girls (age eight to age 12), and five boys (age eight to age 12).

To determine how many people will adopt the desired change as a result of the activity, multiply the number of people that you calculated in the equation above by the percentage that you think will actually change. This amount will depend on and vary by the type of change that is desired. For example, it is easier to gain new knowledge on a topic than it is to adapt a new behavior. Depending on the nature of your project, the following guidelines (adapted from research in the health promotion field) can be used to estimate the number of individuals who will change.

Of the participants who are trained:

80 percent will experience a change in knowledge

50 percent will experience a change in attitude

50 percent will develop new skills

5 to 20 percent will adopt a new behavior

Example: 8,000 people trained by a Volunteers

$\times .20$

1,600 people will adopt the new behavior.

(This is the number that will be in the Desired Change part of the objective.)

Choosing Dates

Dates appear only in the objectives section of project frameworks. This is the place to determine how each objective will be accomplished within the life of a project. The life of the project may be between four and ten years. Typically, Peace Corps projects are implemented for six to eight years. The end of the project would be when the last group of Volunteers assigned to the project leaves. Having an end date helps determine appropriate times for project evaluation. An end date also indicates the time frame in which host-country agency and community partners should be prepared to take over the project, unless the project is no longer necessary.

Objectives may be written for the entire life of the project if the plan is for Volunteers to be doing the same type of activities, such as training health workers, for the duration of the project. However, different objectives may have different start and end dates if at some point the plan is for Volunteers to shift the focus of their activities. For example, a new project in Education may begin by having Volunteers being placed in classrooms with students to model participatory teaching. Then, after four years, the work would shift to Volunteers being resource teachers who co-teach with host-country teachers using participatory methods. This is known as a tiered plan. The objectives should reflect appropriate dates for

completing activities and achieving results. Being clear with dates helps Volunteers to understand that they do not have to achieve every objective during their two years of service. As another example, some projects routinely place three generations of Volunteers in a site and then move on to a different site. The first Volunteer concentrates on participatory planning and stakeholder buy-in, the second Volunteer concentrates on implementation, and the third Volunteer concentrates on phasing out Peace Corps involvement to support sustainability and capacity building.

In choosing dates for your objectives, it is helpful to think of some activities in objectives as pegged to time frames or key decision points. These are called benchmarks, and they help you identify if you are on track to achieve your objectives or not. For example, if an activity is to train individuals in new practices, it may be necessary to first develop a curriculum and also a training schedule before training can take place. Curriculum development and training schedule development would then be interim steps or benchmarks to track to see if the overall activity is proceeding as expected.

Identifying key benchmarks will help you choose dates for your objectives and help you track activities. It will also help you identify how Volunteer tasks may change, so that appropriate training can be provided (see the next section for more information on identifying Volunteer tasks). Where benchmarks are used, please include them in your project plans by briefly mentioning them in narrative form after the project framework and noting them in Volunteer tasks. In addition, it may be useful to reflect back on progress towards benchmarks during annual project reviews. For example, where three generations of Volunteers are used, PSTs, and ISTs for the first group may emphasize participatory planning, while training for the third group may emphasize phase out strategies.

A blank project framework worksheet is located in *Appendix C*. This worksheet can be used to initiate a dialogue with the project advisory committee.

A clear project framework ultimately will help APCDs, program managers, host-country agency partners, Volunteers, community partners, and all stakeholders understand the overall project and their role.

The following is an example of a completed project framework for an Environment project.

Completed Project Framework

Purpose: Rural communities will raise their standard of living through increased participation in community actions that emphasize food security issues and conserve the environment.

Goals:

1. Communities will develop systems for managing natural resources in a sustainable way.

2. Communities will identify and develop alternative income generating activities while conserving and enhancing the environment.

Objectives for Goal 1:

Objective 1: By September of 2006, Volunteers and community partners will have developed and carried out 100 local environmental education and awareness activities. As a result, 20 percent of the community members in 24 communities will be able to identify alternative uses of natural resources (such as different crops, fuel wood options, conservation practices) that promote sustainable natural resource management.

Objective 2: By September of 2006, Volunteers and community partners will have assisted 24 village natural resource committees (VNRCs) to develop strategic natural resource management plans. As a result, these VNRCs will actively manage the forest resources so that there is a decrease in deforestation and an improvement in food security.

Objectives for Goal 2:

Objective 1: By January 2004, Volunteers and community partners will have trained 60 environmental personnel from four regions in participatory methodologies for supporting and training farmers. As a result, 12 environmental personnel will provide regular training and support to farm families that are seeking to use alternative income generating activities, such as ecotourism and the sale of forest products.

Objective 2: By September 2006, Volunteers and community partners will have trained 300 farmers in three alternative income generating activities. As a result, 60 farmers will add one new alternative income generating activity to their household resources.

Involve Partners in Developing the Project Framework

Ideally, you are not designing a "Peace Corps Project," but rather a project that is also owned and implemented by other partners and stakeholders. This is at the heart of Peace Corps' philosophy towards development. Involving partners in project design and implementation can be time consuming. However, there is no alternative if projects are to adequately:

- have partner ownership,
- address relevant needs and aspirations of stakeholders,
- implement activities that will be effective, and
- achieve results that will be sustainable.

Your project advisory committee should be involved in developing the project framework. If a formal advisory committee does not



**NOTES
FOR REVISING
A PROJECT**

Rewriting the project framework is a major step in revising a project plan. It is important to ask the question, Are we implementing the right goals and objectives? This will lead to a richer discussion rather than simply trying to rewrite the goals and objectives in the project framework format. Also, redefining the activities and desired change including realistic numbers may bring new enthusiasm to project participants. The resulting project framework should be less complicated and more achievable than previous plans.

exist, it is important to ask a variety of stakeholders—from the agency partners, to Volunteers, to community members—to identify potential priority areas that can be translated into goals and objectives. It is normal for such discussions to take several meetings.

The following example describes a workshop used to facilitate the development of goals and objectives with an advisory committee and other project participants.

***Peace Corps/Niger:
Using Appreciative Inquiry
to develop goals and objectives***

To facilitate the development of the project framework including the Counterparts and supervisors, we organized an Appreciative Inquiry focus group. The APCDs looked at which Volunteers and community partners would be the best to participate in this focus group, with a limit of 16 participants. We wanted a mix of first and second year Volunteers, a mix of geographical regions, and really enthusiastic Volunteers. We invited seven Volunteers and six host-country agency partner representatives (Ministries of Agriculture, Environment, and Planning) and one supervisor. The agency partners and the supervisor were all knowledgeable about the Peace Corps and our program across the country.

We sent them letters of invitation, which included a description of Appreciative Inquiry and a description of our purpose of household food security. We did not give all the goals and objectives that we had developed because we wanted them to start from scratch, but using the purpose as the guide. We then met for two days and the facilitators from Mauritania (an APCD and a programming and training assistant) asked four questions:

- 1) **Discover:** What are we doing that is working well in household food security? During this time, folks divided into four groups and brainstormed.
- 2) **Dream:** What could we be doing?
- 3) **Design:** What should we be doing? In reality, what can we do given our purpose of household food security?
- 4) **Delivery:** What do we need to do to make it happen? Let's make a plan. Here we grouped all the comments into categories and then narrowed all their information down to five goals.

Three Volunteers stayed for a few days after the focus group, and wrote the goals and objectives. We are now going to have an advisory committee meeting in Maradi to present the written project plan and have it validated by the project participants who attended the workshop. We have translated the goals and objectives into French.

It was an interesting process. I really feel now that everyone owns this project plan—the Volunteers, the community partners, the host-country agency representatives, the supervisors, and the staff. In

fact, as a result of this exercise, Volunteers felt like we also needed a vision for Peace Corps/Niger. The vision we created is:

"We in Peace Corps Niger are committed to: the long-term well being of the people of Niger; the empowerment of individuals; and the mutual understanding of our common humanity."

—APCD Environment

Revising a Project Framework

If you are revising a project, you have a number of resources available to help you develop the project framework. These include Volunteers, partner organizations and stakeholders, project documents (for example, project plan and PSRs), Volunteer reports, and information from headquarters on agency-wide lessons learned and promising practices in specific areas. The following is a sample scenario for how an APCD or program manager (PM) might involve partners in revising the project framework.

- The APCD/PM might review his or her ideas about revising the project with post staff and the project advisory committee. This could be in large meetings or in individual conversations. This early stage could focus on timing and overall changes.
- Based on initial feedback, the APCD/PM could identify how to best integrate the project revision process into on-going work. For example, often there is review work leading up to preparing the annual PSR. The APCD/PM could begin by reading background information and pulling together initial feedback.
- As part of the PSR review process, Volunteers, in quarterly reports, in meetings with their partners and communities, and/or in site visits might emphasize thinking about how the project could be revised. This might include asking questions such as:
 - what is working best?
 - what could be improved?
 - what are suggestions for revised activities and directions for the project?
- The APCD/PM could then gather and share this information with the project advisory committee, Volunteers, and others. This might take place in an IST or other project workshop.
- If additional time is needed, all participants could spend several months reviewing the draft framework. During this time the APCD/PM might work with other stakeholders to develop the full project plan and strategy (including a number of Volunteers, possible sites, tasks and training

considerations, etc.) The APCD/PM could gather feedback from stakeholders during regular meetings with partners and site visits. The use of focus groups for these types of discussions are addressed in *Appendix G: Use of Focus Groups and Steering Committees for Project Plan Review and Revision*.

Then, in a project advisory committee meeting or IST a few months later, the feedback could be reviewed, synthesized, and approved for incorporation into the full project plan.

Summary

The following are two key steps in deciding, Where do you want to go?

- Compare the project to the Peace Corps Project Criteria to determine if the project supports Peace Corps' philosophy of sustainable development.
- Develop a project framework.

The next step is to make decisions regarding the many details that are required to implement a new project. This will be discussed in the next chapter.

Create a Strategy

Develop the Project Strategy

The project framework describes what the project intends to do. The project strategy describes how to do it.

A project strategy answers these four questions:

- Where will the project be implemented?
- How many Volunteers are needed and what experience, skills, and interests should they have to achieve project goals?
- Who will be supervisors and community partners for the Volunteers?
- What additional resources might the project need to achieve project goals?

During this phase of planning, keep clear records of the decisions that are made. This will help host-country agency partners and other staff members maintain continuity in the project. The final decisions will be written in the project plan as the project strategy.

The advisory committee members and host-country agency partners are critical participants in making key project decisions. It may take several months to finalize the details of the strategy.

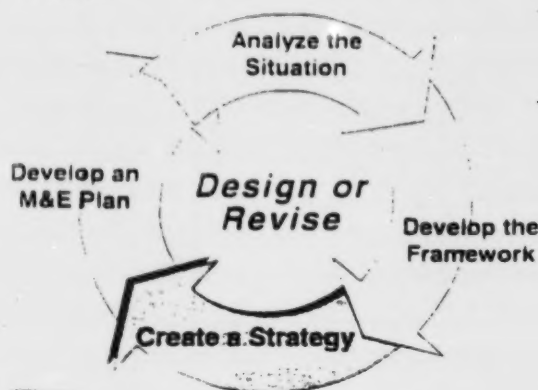
Where will the project be implemented?

Three factors influence this decision:

- the size and population distribution of the country,
- the geographical area(s) for the project to have the greatest impact, and
- safety concerns and restrictions in the country.

If the country is small with a small population and relatively easy access to all its regions, it might be possible for the project to be implemented throughout the country. If the country is large with widely dispersed populations, it may make more sense to select one or a few regions in which to focus the project. Then, if the project is successful, it could be replicated in other regions later.

To make the final decision about project location, ask yourself and host-country agency partners where the project can have the greatest



impact in its initial years. Starting small and building on success is a good strategy.

Safety and security are also critical factors. Several countries have regions or districts where it is not safe to place Volunteers. Confirm with the country director and embassy personnel if any restrictions apply to your situation. Contact the Office of Special Services at Headquarters for helpful material to assist in development of safe sites for Volunteers.

Develop criteria to help select appropriate regions for the project. Suggested criteria include:

- Which regions have the greatest need?
- Which regions have personnel that are willing and enthusiastic to work on project issues?
- Which regions have had some success in addressing the issues that can be built upon?
- Which regions are willing to use their own resources to support the Volunteer and the project?
- Which regions provide sufficient safety and security for Volunteers?

The decision about the number of regions in which the project will be implemented will begin to provide a basic idea regarding the number of sites and Volunteers required for the project.

What Volunteer skills are needed?

To determine what Volunteer skills are needed, identify the tasks that Volunteers will do to achieve the project objectives over the life of the project. This step, called a task analysis, is the major link between programming and training, since the tasks determine the content of training. The task analysis is a section in the project plan.

Task Analysis

To determine the skills Volunteers need, analyze the tasks they are likely to perform. A task analysis breaks the project's objectives down into discrete activities. It is not meant to be a complete list of every single activity the Volunteer is expected to do in their two years of service. It is a list of tasks that the Volunteer performs that contribute to the objectives of the project.

A task:

- is a group of related physical or mental activities directed toward a project's objectives;
- has a definite beginning and end;
- involves interacting with people, tools, or materials;
- may be directly or indirectly observable;

- when performed, results in a meaningful process or product; and
- includes decision making, problem solving, knowledge, attitudes, perceptions, and physical activities.

Sample Task Analysis: Health Example

Goal 1:

Objective 1: By August 2004, Volunteers and community partners will assist 24 clinics to develop and implement strategic plans for ongoing health education activities that target women. This will result in a 20 percent increase in the number of women attending a health education session or participating in a pre- or post-natal counseling session.

Tasks for Volunteers and community partners:

Task 1: conduct a participatory assessment of current health education activities targeting women.

Task 2: based on the assessment, work with health personnel to determine how the needs of pregnant women can be better met.

Task 3: assist health personnel to develop a one year strategic plan for implementing ongoing health education activities for pregnant women.

Task 4: assist health personnel to implement the strategic plan (with specific benchmarks) for health education for women.

Task 5: assess quality and quantity of health education activities targeting pregnant women and adapt strategic plans.

Task 6: Determine the baseline attendance rates.

Task 7: Determine the change in attendance rates.

Objective 2: By August 2004, Volunteers and community partners will have trained 200 community decision-makers in 40 villages on the importance of maternity care. This will result in eight villages providing increased mental, physical, and financial support for maternal health activities.

Tasks for Volunteers and community partners:

Task 1: conduct a participatory needs assessment with decision-makers in their village.

Task 2: develop a curriculum (and time frame with annual benchmarks for reaching the objective) for training community decision-makers on maternity care needs.

Task 3: implement the training.

Task 4: assess the training and adapt the curriculum for future training.

Task 5: follow-up with participants after training to reinforce skills learned in training and assess the results of training.

**NOTES
FOR REVISING
A PROJECT**

When revising a project, the task analysis process is a review and clarification of tasks that have already been identified. It is normal for a task analysis to be updated each time the project is reviewed.



Task 6: Determine the baseline support for maternal health activities.

Task 7: Determine the change in support for maternal health activities.

Peace Corps/Zambia added general tasks to their task analysis to provide Volunteers with additional guidance in defining expectations.

10.0 GENERAL VOLUNTEER JOB DESCRIPTION (TASKS):

Taking into account the different circumstances related to water and sanitation at the various sites, the Volunteer will be expected to perform the following tasks as appropriate to the situation at site during his or her two year tour of service. He or she will:

10.1 Volunteer WASHE Activities

10.1.1. Familiarize him/herself with the activities of and introduce him/herself to community leaders and organizations. These include:

- a. traditional leaders
- b. committees and clubs
- c. schools
- d. clinics/hospitals

10.1.2. Familiarize him/herself with and introduce him/herself to district level officials, organizations (NGOs), and committees. This includes:

- a. District Secretary and GRZ department heads
- b. District Development Coordinating Committee
- c. NGOs and donors functioning in the area

10.1.3. Identify Counterpart(s). Possible Counterparts include:

- a. Ministry of Health environmental health technicians (EHT)
- b. Community Development Officers (CDO)
- c. Community Health Workers (CHW)
- d. traditional leaders and/or respected members of the community

10.1.4. With the community and Counterpart(s), conduct baseline and Knowledge, Attitudes, and Practices (KAP) surveys.

10.1.5. With Counterparts and/or community leaders identify, motivate and mobilize villages.

10.1.6. With community participation conduct assessment of village's problems and resources for solving those problems.

10.1.7. With community participation create and implement interventions to address village's problems, with special attention paid to building capacity in the community.

10.1.8. With community participation create systems to monitor and evaluate the interventions and the community situation on an on-going basis.

10.1.9. Execute the tasks necessary to achieve the projects goals and objectives.

10.2 Administrative

10.2.1. Submit quarterly reports on work progress to WASHE APCD.

- 10.2.2. Submit progress reports to local officials.
- 10.2.3. Maintain post record books.
- 10.2.4. Participate in Peace Corps/Zambia's WASHE project planning.
- 10.2.5. Maintain bicycle and other project materials in good condition.
- 10.2.6. Complete final site evaluation report (re-conduct baseline survey to measure impact).
- 10.3.1. The Volunteer is expected to fulfill the three goals of Peace Corps:
 - a. Help the people of interested countries in meeting their needs for trained manpower;
 - b. Help promote a better understanding of the American people on the part of the people served; and
 - c. Foster a better understanding of other peoples on the part of the American people.
- 10.3.2. Represent the Peace Corps and Americans in a professional, positive manner.
- 10.3.3. Act as a role model for basic preventative health care.
- 10.3.4. Show a professional work ethic: effort, honesty, etc.
- 10.3.5. Pursue the Peace Corps' unwritten goal "to work ourselves out of a job," especially discouraging reliance on the Peace Corps and the Volunteer.

Once Volunteer tasks have been identified, you can make several important decisions:

- Are generalist or specialist Volunteers needed to do the tasks, or is a combination more suitable?
- Are a variety of skills and interests needed to achieve different objectives?
- Based on the skills and interests of Volunteers, what technical training will Volunteers need in order to be able to do the tasks?

Summarize these decisions in the "Implications for Training" section of the project plan, which follows the task analysis. For more information about using the task analysis in designing training, see *P&T Booklet 6: How to Integrate Programming and Training*.

Ways to Use Different Volunteer Skill Levels

A traditional project addresses one sector with up to 30 Volunteers, all with similar skills, doing similar jobs. In recent years there has been a trend to include Volunteers with different backgrounds in a single project. Typically, this is done where project planners are using vertical or integrated programming strategies:

Vertical Programming

A single project may have 20 Volunteers who have done three months of volunteer work with a health agency while in college. These are Health generalists. In addition, the same project may have five Volunteers with a master's degree in public health. These are Health specialists. Volunteers may be placed so that four generalists are within a day or two journey from a Health specialist. Each specialist may be placed at a regional health office. The generalists may be placed at a village health post that is supported by that regional health office.

This type of strategy is called vertical programming. It permits sharing of expertise as needed, and uses the different skills of the two types of Volunteers in an appropriate way. In addition, this type of strategy can strengthen vertical information and support links between district and regional offices. When considering such programming, be sure to take into account the number of each type of Volunteer available from the Office of Volunteer Recruitment and Selection (VRS). If you choose to do this type of programming, make sure that the Volunteer Assignment Descriptions (VADs) and the task analysis indicate the relationship and different expectations for both types of Volunteers.

Integrated Programming

In integrated programming, a post may have Volunteers with very different backgrounds in a single project. These Volunteers are clustered so their expertise can compliment that of other Volunteers for greater impact in addressing a single complex issue such as household food security.

In reviewing ways to use different Volunteer skills, be sure to consider the implications for training.

Requesting Volunteers

The regional office, especially the PTA, and VRS/Placement staff welcome dialogue from posts even before a formal Trainee Request (TR) is made. Posts often have questions regarding the types of Trainees to request, the feasibility of getting Trainees with particular skills, and the best options for timing.

VRS publishes the *Trainee Request Handbook (TRH)* annually to assist Peace Corps posts in determining the types of Trainees to Request for their programs. There should be copies of the *TRH* at post. If you cannot find a copy please contact your CDU or VRS directly.

Area Assignments (AAs)

Currently, the skills and sector interests of Peace Corps applicants are categorized by Assignment Areas (AAs). There are currently 26 AAs. Although AA titles suggest programming areas (for example, Business Advising and Urban Youth Development), they are best considered as a description of skills and characteristics that can be

expected from prospective Volunteers. It is best to consider AAs as a skill menu rather than as a programming guide.

For example, a program that is designed to assist in the development of environmental NGOs might need Volunteers who are talented organizers. Even though the objective of the program is environmental, AA 104 (Environmental Education) might not be the only or best suited AA to meet the program's needs. AA 145 (NGO Development) might also provide some appropriate Volunteers.

There is a three-page section for each AA in the *TRH* that includes not only educational and professional requirements, but also background information such as gender and ethnic composition. These sections also include observations by Placement Officers regarding the personal interests and expectations typically found by prospective Volunteers in each AA.

Generalists versus Specialists

Peace Corps Volunteers have always included a mix of some people who are very specialized in a particular professional or technical area, and others whose education and background is more generalized.

Most generalists are graduates of liberal arts academic programs. However, our working definition of liberal arts is broad—including not only disciplines such as history, political science, and sociology but also many others that are not specifically requested by posts very often, but provide excellent preparation for Peace Corps service. A few examples include geography, communications, and interdisciplinary studies.

Generalist Volunteers often bring strong leadership and community involvement experience to the Peace Corps that can complement the more technically specific backgrounds of other Volunteers. Generalist AAs—those that are relatively flexible in terms of technical requirements but often more demanding of prior community involvement experience—include 117 (Agriculture and Forestry Extension), 155 (Health Extension), and 162 (Community Services).

Peace Corps programmers have become more creative in recent years by finding ways for Volunteers from a broad variety of backgrounds to meet the diverse needs of host-country communities. Please refer to the *TRH* "Implications for Programming: Some Examples" in Section Two, as well as the programming sections of each AA description in Section Three.

Realistic Numbers

Although VRS makes every effort possible to recruit and place Trainees as requested by posts, Trainees with some skills are requested in greater numbers than VRS can reliably meet. In such cases, VRS/Placement and posts discuss options to best meet programming needs while assuring full training classes.

Timing can also be a major factor in receiving the number of Trainees requested, especially if a post is competing with others requesting the same types of Trainees. The most intense competition occurs over the months of May and June, known in VRS as the spike period. Please refer to the *TRH*, Section One, for a general discussion of this issue and a more detailed analysis for each AA in Section Three.

In addition to competition for skills and the timing of a request, several other factors influence the number of Trainees a post is likely to receive, also covered in the *TRH*. These include:

- clarity of information in the VAD;
- posts' ability to accept alternative skills and qualifications;
- changes in Trainee Requests or staging date after submission of the VAD;
- post's medical restrictions and ability to make reasonable accommodations;
- language requirements; and
- applicants' perceptions of a post or general region.

How Do You Let Recruitment Know Your Needs?

The two most important documents produced by posts as part of the process of requesting Trainees are the Quarterly Trainee Request Summary (QTRS) and the Volunteer Assignment Description (VAD).

The QTRS is submitted by posts to request and describe the types of Trainees needed to fulfill project plans. Submission of the QTRS by the established deadlines gives post the maximum advantage in receiving a full training class.

The regional offices are also involved in the process of defining and expressing a post's needs for particular Trainees. APCDs are encouraged to confer with their regional PTA regarding any questions about information appropriate to either a QTRS or a VAD. VRS/ Placement also welcomes dialogue early in the planning process regarding AA selections and the most appropriate and available skills to meet programming needs.

VRS encourages posts to include information in the QTRS not only about the requirements of the Trainees being requested, but also a brief description of the main focus of the project and any other details that might pertain to applicants' expectations. For example, some people in the business field might like to teach, while others have no interest in teaching. A brief note such as "Project focuses on teaching in business education centers" can help recruiters and placement officers make the most appropriate match of an applicant to a request.

How Do You Update the QTRS?

The QTRS is the result of continual discussions between Peace Corps programmers and host-country collaborators about how the Peace Corps can effectively contribute to meeting the country's development needs. The QTRS is reviewed and approved by the regional PTA prior to submission to VRS. Placement staff may seek clarification from post if additional dialogue is needed to ensure that VRS can recruit and place Trainees as requested.

A very important point to remember is that Trainees are recruited based on QTRS information, which is submitted one quarter prior to the VAD (see the section below for more details about the VAD). By the time the VAD is received and reviewed by VRS, most recruitment is likely to have been completed. For this reason, it is essential that information contained in the QTRS be accurate and complete.

Key elements of the QTRS include:

- Assignment Areas
- Language Requirements
- Additional Considerations and Preferences
- Preferences or Restrictions of Age or Gender
- Placement Options for Married Couples

Brief explanations of each section of the QTRS, as well as general guidance, are included in Section Four of the *TRH*. A sample QTRS form is also included.

Role and Purpose of the Volunteer Assignment Description (VAD)

The VAD is an important document that has multiple uses:

- Placement Officers use the VAD to select applicants for a specific country assignment, using it to match applicants to assignments where their skills are most appropriately utilized;
- Placement Officers use the VAD to project the number of Trainees likely to enter training based on skill requirements;
- Applicants use the VAD to decide whether to accept or decline an invitation to a specific country or assignment; and
- Information from the VAD is included in invitation packets. It influences not only an applicant's decision to accept an assignment, but is likely to be the first significant input that shapes the expectations of a prospective Volunteer.

Since most recruitment for your training class is completed by the time the VADs are received in VRS, they are not used by

Recruitment for recruiting for your assignments. They can be used, however, by recruiters to give potential applicants an idea of the types of jobs available in the Peace Corps.

The key elements of the VAD include:

- Assignment Areas and Alternate AAs as Almost Matches
- Language Preferences
- Brief Description of Project Duties under the Comments Section
- Number of Married Couples Possible and their AA Combinations
- Additional Considerations and Preferences

These sections, as well as an outline of the review process with the Region and VRS, are likewise described in greater detail in Section Four of the *TRH*.

Perhaps the most important point to keep in mind is that the VAD is the post's way of introducing itself to its next prospective Volunteers. As such, information needs to be presented in a way that is accurate and well balanced, but which leaves a prospective Volunteer wanting to be a part of the Peace Corps mission.

This information is to help you make sure you get the right Volunteers to achieve the success of the project. However, Volunteers do not work alone. They have supervisors and community partners that work as teams to implement the project.

Community Partners and Supervisors

The Peace Corps considers itself a capacity building organization. This approach to development requires that Volunteers work closely with Counterparts to share skills, knowledge, and experience. In the planning process, it is important to spend time with host-country agency partners to identify who will be the Volunteer's Counterparts and supervisors. These key relationships are critical to the success of projects and Volunteer assignments.

The following describes the critical roles and relationships:

- **Host-country Agency Partners:** Both host-country government ministries and local non-governmental agencies (NGOs) that are co-designing, implementing, and assessing a project. There may be a single agency or several agencies that are involved in a project in some role.
- **Counterparts:** The individuals who work with Volunteers and jointly learn through experience how to do something new within the local cultural context with enough competence and confidence to transfer their learning (in terms of knowledge, attitude, and skills) to others.

- **Supervisor:** A person within a government agency or non-governmental organization (NGO) in charge of a particular department or unit and who supervises the Volunteer assigned there. In some cases, the supervisor can also have a Counterpart relationship with a Volunteer.

As part of their project, Volunteers are usually assigned to a sponsoring organization like a host-country agency. Volunteers sometimes work in more than one community with different partners. The agency partners can include farmer associations, parent teacher associations, schools, cooperatives, chambers of commerce, or local or regional NGOs. Agency partners can also include local, regional, or national government agencies or ministries.

Within their agency partner organization, Volunteers will usually have a supervisor to whom they are directly accountable for their work. In many cases, a supervisor may be better educated, more experienced, and older than the Volunteer. While Volunteers should share their knowledge, motivational attitude, and skills with their supervisors, it is not the supervisor that will carry on the direct work of the Volunteers.

Community partners, on the other hand, are people who work with the Volunteer over time, and through the experience learn something new that can be shared with others once the Volunteer is gone. These people may be formally assigned or they may be people the Volunteer encounters and develops a relationship with independently. The most important aspect of the relationship is the capacity-building transfer of knowledge, attitudes, behavior, and skills that occurs. This transfer fulfills the Peace Corps' first goal and is necessary for sustainable development.

APCDs and agency partners should consider which individuals are most appropriate to be community partners and which should be supervisors. Clarification of the two roles can help Volunteers know where to focus their efforts in transferring their knowledge, skill or experience. The next page contains an example of how PC/Paraguay explains these roles to Volunteers and stakeholders.

***Peace Corps/Paraguay:
Who is the community partner?***

As a result of feedback received from Volunteers during In-Service Training (IST) and Close-of-Service (COS) workshops, the PC/Paraguay Health sector has adapted an alternative way of expressing the Volunteer/host-country national relationships. Beginning with a site survey, the Health sector APCD and the Volunteer coordinator visit community leaders where Volunteers will be placed and use the equivalent term "future contact person(s)." The community contacts are asked to contribute ideas and feedback for the Volunteers' work plans, to familiarize themselves with the Volunteers' work, and to give the Volunteers assistance and advice, if called upon. This person is also invited to "Counterpart Day" during Pre-Service Training.

The Trainees are instructed during training to seek out more than one community contact and people who can serve the function of "Counterparts." For example, one Volunteer may work with a neighboring mother or teenager to organize a women's or youth group; with the school director to launch a vaccination campaign; with a local health practitioner to encourage vegetable gardens, etc. The idea is to vary the Counterpart function according to the audience that will be addressed. Crucial to the checks and balances of this system is the communication between the APCD and Volunteers in so far as the "selection" of contact persons. The APCD ideally performs the role of a consultant in approving the designation of new contact persons (people who ultimately may be invited to ISTs, workshops, etc., and who also agree to serve key functions related to security).

By collaborating with more than one community leader, the Volunteers have a stronger potential impact on the community as a whole. As a result, a greater number of activities are realized, enabling a larger population of the community to understand and then continue the work once the Volunteers have completed their service.

Resources Needed for Project Implementation

As in any planning process, it is important to identify all of the needs of the project, including human, financial, material, and service needs. Then, you must determine how to fill those needs and secure the necessary resources and commitments.

Use the following questions to help identify project resources and commitment needs, and to stimulate dialogue with agency partners.

What are the human requirements?

- What kinds of skills do Volunteers need?

- What kinds of training do Volunteers need?
- What kinds of training do supervisors and community partners need?
- Who will be the liaison with the host-country agency(s)?
- Once the written project plan is complete, what is the role of the project advisory committee?
- How many Peace Corps staff members are needed to help manage this project?

What are the financial requirements?

- What funds are required to implement this project?
- What is the Peace Corps' contribution to this project?
- What are the host-country agency partners' contributions to this project?
- Are additional outside resources needed to achieve the goals of the project?
- Who will be responsible for budgeting and tracking funds?

What materials are required?

- Does the project require any tools, job-related equipment, construction materials, books, etc.?
- Can these materials be located locally?
- Can the Volunteers and community partners produce these materials locally?
- What are alternative plans if required materials are not available?

What are the service needs of the project?

- Who will provide housing and transportation for Volunteers?
- Who will provide housing and transportation for training events?
- What sites are available for training events required for project implementation?
- Who will help with the legal requirements for allowing Volunteers to enter the country?

Some of these resource needs can be met by standard Peace Corps procedures (for example, Volunteer training). Also, staff at post should have already been in dialogue about potential resources provided by Headquarters and alternative resources that may be available. Below is a list of relevant headquarters offices and a brief description of the types of resources they have available to support

projects. For more information about accessing these resources see *P&T Booklet 5: How to Implement a Project*.

Peace Corps/Headquarters Regions

The regions provide overall guidance and oversight to each post on all programming, training, health, safety, and administrative functions. The regions provide posts with their operating budgets and hire all U.S. staff. Information about a new project should be submitted to regions in the Integrated Planning and Budget System (IPBS) prior to project implementation. The regions have authority to provide approval for new projects. Ongoing program support budgets are also part of the IPBS.

The Center for Field Assistance and Applied Research

The Center for Field Assistance and Applied Research (The Center) provides information, human, and financial resources to field staff. The Information Collection and Exchange (ICE), which includes the Peace Corps Library, develops, collects, maintains, and distributes information and training resources that support Volunteers, in-country resource centers, and staff. Center staff can be contacted for advice or assistance in areas such as project planning and evaluation, PST design, and gender analysis. In addition, the Short Term Assistance Unit (STAU) provides assistance on contracting U.S. trainers and consultants.

The Center also administers a variety of financial resources through partnership agreements with other U.S. government agencies, one of the largest of which is the Small Project Assistance (SPA) Program. SPA funds are used to support some of the post activity requests submitted in the IPBS process. Additional information on financial resources may be found in the *Catalog of Resources Available to Posts*. See also *Appendix D: Financial Resources* of this booklet.

Office of Private Sector Cooperation and International Volunteerism

The Office of Private Sector Cooperation and International Volunteerism (OPSC&IV) promotes the active, global participation of individuals, organizations, and businesses in Peace Corps efforts at home and abroad. OPSC&IV oversees the Partnership Program and Major Gifts Program, which may provide additional support for projects. These resources are further described in *Appendix D*.

In-country Resources

Projects should maximize the use of in-country resources to ensure stakeholder buy-in and to make sure the project is not overly reliant on external resources. Work with host-country agency and community partners to identify financial, material, or human resources that they or other organizations can provide. In-kind (non-financial) contributions, such as providing meeting space, equipment, and staff with technical advice, are often particularly valuable and critical for project success.

Writing Project Strategy Statements

So far, this chapter has addressed the four questions that make up the project strategy statements:

- Where will the project be implemented?
- What number of Volunteers are needed, and what experience, skills, and interests will they need to achieve project goals?
- Who will be supervisors and community partners for the Volunteers?
- What additional resources might the project need to achieve project goals?

Once you have addressed these questions with other stakeholders, the answer for each question should be included in the written project plan. The following is an example of a project strategy for the Health project used throughout this booklet.

Sample Project Strategy for a Health Project

1. Where will the project be implemented?

The project will be implemented in four regions in the Central Province that are typically underserved by health agencies. Health statistics for Arrichida, Teselheit, Dogon, and Edone districts are lower than the rest of the country. The central and provincial personnel are enthusiastic about the support the Peace Corps can provide. The local health clinic staff expressed an interest in receiving the support. The first year of the program will place Volunteers in 12 clinics in the regions of Arrichida and Teselheit and one specialist Volunteer at the Provincial level. In the second year, Volunteers will be placed in 12 clinics in the regions of Dogon and Edone. The MOPH representative will work with Peace Corps staff to determine appropriate placements.

2. What number of Volunteers and what skills and interests will Volunteers need to implement the project?

The project will maintain a total of 25 Volunteers a year in the project for 10 years. Every other year, a Health specialist (AA 154) will be placed in the provincial health center, to assist in the development of health education materials that target women. In addition, that Volunteer will facilitate communication between health personnel from the provincial level and the health center level. The 12 Health generalists (AA 155) will be placed with a local health post within two days travel of the specialist. Specialists and their community partners are to maintain a supportive relationship with the Health generalist Volunteers in the regions.

Fiscal year	Number of Trainees	Assignment Areas
1993	13	1 Health specialist 12 Health generalists
1994	12	12 Health generalists
1995	13	1 Health specialist 12 Health generalists
1996	12	12 Health generalists

After the mid-project evaluation, the number and type of Volunteers will be reviewed and adjustments will be made for the remaining years of the project.

3. Who will be the Volunteers' community partners and supervisors?

In the provincial health office, the provincial health officer will be the supervisor for the Volunteers. The community partner will be the health personnel responsible for training and health education in the regions.

At the health post level, the supervisor will be the nurse-in-charge. The community partners will be developed over time from the various groups with which the Volunteer will interact. Potential community partners could include but are not limited to traditional birth attendants, female community volunteers, nurses, members of the village development committee, or community decision-makers interested in health.

4. What resources will be needed to achieve project goals?

Description	Support Needed	Time Frame	Potential Sources
Volunteer Training	1. Technical trainers 2. Funds for training costs 3. Funds to cover participation of community partners in ISTs 4. Training sites 5. Funds for per diem of participants	1. Arrival of each class 2. Throughout project 3. Throughout project 4. Throughout project 5. Throughout project	-PC/Morocco -The Center -Min. of Public Health -PC/Morocco -Min. of Public Health in-kind services -Min. of Public Health -The Center -Min. of Public Health -SPA
Locally Organized Training			
Visual Aids and Materials	1. Funds for purchase or reproduction of Volunteer developed material 2. Translation services	Throughout the project As developed	-Min. of Public Health -Local NGOs -PC/Morocco
Materials for Birth Attendant Kits	1. Funds to cover cost	Throughout project	-Local NGOs -Min. of Public Health -OPSC & IV
Housing	1. Funds to cover rental cost	Throughout project	-Govt. of Morocco
Mountain Bikes	1. 30 bikes total	Throughout project	-PC/Morocco

The planning phase is not quite over. The next part of the booklet focuses on making plans to assess the project.

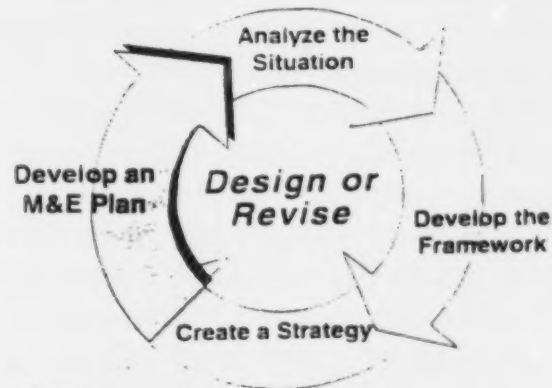
BEST COPY AVAILABLE

Monitor and Evaluate

How will we know when we get there?

Developing a monitoring and evaluation (M&E) plan is the last phase of the planning cycle for designing or revising a project; and it should be developed with partners and be included in your overall project plan.

Your M&E plan is a tool to help project stakeholders decide what to monitor and to identify how, when and who will be involved in M&E. *P&T Booklet 4: How to Assess a Project* goes into detail about developing a monitoring and evaluation plan. Now is a good time to read through that booklet and begin discussions with the advisory committee.



BEST COPY AVAILABLE

Document the Project

The Project Plan Outline

The project plan reflects and supports what has been agreed to, accomplished, and learned. Peace Corps staff use this document for purposes such as:

- orienting Volunteers, staff, and community partners;
- communicating with host-country agency partners;
- communicating with Volunteers regarding their work;
- developing of training that is appropriate for the project;
- evaluating of project progress and successes;
- communicating with Headquarters;
- recording project approaches for use by colleagues in other countries; and
- providing documentation for project implementation over time.

The project plan should be a "living document," which means it is always up-to-date, easily changed, and regularly used. Although Headquarters requires a version of the project plan in English, you can translate all or part of the document into a local language to facilitate communication with host-country agency partners, local community leaders, and other stakeholders or sectoral players. The simpler and more succinct your plan is, the more frequently it will be used and adapted.

Here is the outline for Peace Corps project plans.

PROJECT PLAN OUTLINE

Title Page

Include title of the project with country name, year initiated, year revised, year expected to be reviewed, year ending, key personnel responsible for development of the plan, including both Peace Corps staff and host-country agency partners.

Executive Summary of the project

Table of Contents

Part 1: Project Background

- A. How this project was developed
- B. Situation Analysis
 - Relevant historical background related to the selected issue
 - Current activities and organizations addressing the issue and their successes (including relevant documents and statistics where appropriate)
 - Explanation of why this issue was selected
- C. A summary statement of project opportunity and Peace Corps' niche in addressing the issue. (Include in the discussion geographic area, specific population that will be involved in the project, and a description of the baseline situation)

Part 2: Project Description

- A. Project Framework
- B. Project Strategy Statement
- C. Project Criteria
- D. Project Monitoring and Evaluation Plan

Part 3: Project Management

- A. Volunteer Task Analysis
- B. Implications for training
- C. Description of Collaborative Relationships

Signatures Required

There is a complete sample project plan in *Appendix B: Sample Project Plan*. The written plan is for you and the project participants. Adapt the suggested format to address the information needs of the project participants.

Project Plan Reviews at Headquarters

It is always possible to send a draft concept paper, project framework, and/or M&E plan to headquarters for initial feedback. In addition, once a full written project plan is nearing completion, it is a good idea to send the document to region where it will be reviewed by a panel of region and technical staff. The purpose of these

reviews is to give input and guidance based on experience and technical expertise; it is not an approval or disapproval process. These reviews also update Headquarters on project efforts so that appropriate support can be given. In addition, information from your project may be shared with other posts that are doing similar projects.

Regions use the following criteria when deciding which projects to review:

- Post requests a review;
- New projects;
- Recently revised projects;
- Projects that specialists are going to visit in the field;
- Projects that will be worked on at upcoming sector specific conferences or workshops;
- Project plans for projects subject to staffing changes;
- Project plans that have not been reviewed in three–five years; and
- Overseas Staff Training (OST) participant projects.

The steps in submitting a project review are:

1. Send a preliminary project plan to the PTA in the region, requesting a review.
2. The PTA will coordinate a meeting with the Country Desk Units, staff from the Center, including technical and evaluation specialists, and the VRS placement officer to review the project.
3. Written feedback summarizing the points of the conversation will be sent to you.

Some regions encourage APCDs to send the project plan to a peer for initial input prior to submitting it to the region. This is an informal process to be worked out between the two APCDs or program managers.

If you are visiting Headquarters for other reasons, it may be possible to arrange for the project plan review to take place while you are there. Some regions encourage a conference call during the review so the APCD or program manager can participate in the dialogue. Speak with the Country Desk Unit (CDU) to determine if either one of these options is available.

Maintaining a Living Document

Adjustments should be made to the plan once Volunteers arrive and the project is implemented. A project plan needs to be viewed as a living document so that it remains relevant and responsive to stakeholders needs. Not all changes need to be reported to

headquarters. Major changes, such as changing the objectives or increasing the number of Volunteers, may be reported in the annual Project Status Review process or IPBS.

For a document to be "living," it needs to be accessible to all stakeholders. The goals and objectives of the project need to be in the minds of Volunteers and community partners. Here are a few ideas from the field to keep stakeholders engaged:

- Give a copy of the project plan to all relevant Volunteers during PST. Have the quarterly or periodic reports from Volunteers include questions about how their work is contributing to project goals and objectives. Talk about overall progress towards goals and objective in ISTs and site visits. Obtain Volunteer feedback and suggestions.
- Use a project advisory committee to help revise the project plan. The committee can include representatives from host-country partner agencies, Volunteers, community partners, and other project participants (for example, students in an education project, farmers in an agriculture project).
- Try to convene the project advisory committee at least once a year as part of the PSR/project review process. Determine if the project and the plan are still relevant. If changes or updates are required, report the changes in the Project Status Report.
- Work with Volunteers and community partners during ISTs, site visits, and other opportunities to discuss changes that are made.

To keep physical copies of the project plan up-to-date, the document should be easily accessible electronically. Dates should be in the header or footer of every version of the document to clarify the latest version.

Many posts keep a project notebook, which contains all versions of the project plan as well as all supporting documents such as the Volunteer Assignment Description, Site Survey forms, Memorandums of Understanding with agency partners, Periodic Report forms, and Training Reports. These documents are kept in chronological order so a living history of the project plan is maintained and accessible to anyone reading the notebook. Putting a date on each of these documents will help to maintain the chronological perspective. These notebooks are particularly valuable for new staff and for reference during project reviews and evaluations.



Appendices: Tips and Tools

Appendix A: Sample Concept Paper

Appendix B: Sample Project Plan

Appendix C: Project Framework Worksheet

Appendix D: Financial Resources

Appendix E: The Peace Corps Project Criteria

Appendix F: Additional Resources

Appendix G: Use of Focus Groups and Steering Committees

Appendix H: Appreciative Inquiry

Appendix I: Additional Sample Project Frameworks (Education, Municipal Development, Small Enterprise, Water and Sanitation, Agriculture)

Appendix J: Sample Community Health and AIDS Prevention Project Framework

Appendix K: Acronyms

Appendix L: Glossary



Appendix A: *Sample Concept Paper*

Peace Corps/Côte d'Ivoire Concept Paper: Strengthening Human Resources through Education

Summary

Peace Corps/Côte d'Ivoire proposes using the Peace Corps' traditional strengths in Education and Community Development to respond to the Government of Côte d'Ivoire (GOCD) request that we reactivate the Peace Corps Education project. In doing so, Peace Corps will support the Government of Côte d'Ivoire's implementation of its National Education and Training Development Plan. The Education specialists we provide will serve as teacher resources and community outreach specialists. Peace Corps Volunteers will help the Ministry of National Education and Basic Training (MENFB) to fulfill its goals of improving the quality of education at the primary and secondary levels and of extending the opportunity for education to all: adults, drop-outs, rural children, and girls.

The Request

The Government of Côte d'Ivoire has requested the re-activation of the Peace Corps Education project following the unveiling of its National Education and Training Development Plan (PNDEF) to the international community in Paris in 1995.

Côte d'Ivoire made great strides since the economic crisis of the 1980s that caused the dramatic lowering of the prices of its principal export crops, coffee and cocoa. However, the education sector is still experiencing problems that need to be addressed if the country is to achieve the objective it set for itself: to better the standard of living and the well-being of its people through quantitative and qualitative adjustments between supply and demand in the health, education and employment sectors.

General Statistics

Population (1995 Census)	14,208,000
Annual Growth Rate	3.8 %
Projected Doubling Date	2015
Population Less Than 15 Years-of-Age	48 %

Note: All statistics in this paper taken from PNDEF, published September 1997 by GOCD.

Employment Statistics

Working Population	6,573,200
By Sector (with Percentage of Total):	
Modern	463,900 (7.3%)
Informal	1,698,300 (26.9%)
Agriculture	4,159,400 (65.8%)
Unemployment Rate	14.6%
Percentage of Unemployed who are unskilled or semi-skilled	77%
Percentage of Unemployed who are illiterate or have only primary education	62%
Percentage of Unemployed who have only secondary education	37%

Education Statistics

	1963	1995	Growth Factor
Primary students	7,325	38,325	5 x
Secondary classrooms	587	9,113	13 x
Primary students	330,551	1,609,929	5 x
Secondary students	20,229	463,810	23 x

In addition, there are 68 technical and professional institutes with 15,000 students being trained for the public sector, supported by the Fund for Professional Training Development (Le Fonds de Développement de la Formation Professionnelle) and the National Professional Training Agency (L'Agence Nationale de Formation Professionnelle).

Côte d'Ivoire also has three universities, four academies, including the National Polytechnic Institute (Institut Polytechnique Nationale), and 30 private institutes with a grand total of 60,000 students enrolled in 1996.

The Problems

Although a great deal of progress has been made in the education sector by the three Education ministries, there remain large gaps, as can be initially seen by comparing the employment and education statistics.

*Ministry of National Education and Basic Training (Ministère de l'Éducation Nationale et de la Formation de Base-MENFB), Ministry of Technical Education and Professional Training (Ministère de l'Enseignement Technique et de la Formation Professionnelle), Ministry of Higher Education, Research, and Technological Innovation (Ministère de l'Enseignement Supérieur, de la Recherche, et de l'Innovation Technique)

According to the PNDEF these are:

- the high rate of illiteracy;
- the lack of primary-school enrollment in areas with sufficient structures;
- the variation of enrollment levels from region to region (from 42.4 to 83.4 percent);
- the under enrollment of girls (between 33 percent and 42 percent for elementary education with diminishing rates at each successive level thereafter);
- the high rate of students who drop out or are held back;
- the inability of the system to meet the needs of the workplace;
- management problems within the education system; and
- the lack of adequate research on development issues as they relate to education.

The GOCI Solution—the PNDEF

The National Education and Training Development Plan (PNDEF) seeks to redress the problems cited above by focusing on issues related to equity (between rural and urban populations as well as between girls and boys), human resources, the national scientific and technological base, and national and global identity.

The underlying principles that govern this mission are a cohesive vision of the education sector in Côte d'Ivoire, a redefinition of the idea of basic education, the strengthening of continuing education, the strengthening of anti-poverty interventions, and the improvement of the quality of education.

The PNDEF thus conceives of education in its totality, encompassing both the formal and informal sectors in which each citizen has the possibility to improve his/her quality of life and standard of living through change, developing their sense of autonomy, and participating directly in sustainable development. The GOCI is particularly interested in Peace Corps' participation in this plan because of the Peace Corps' reputation in education and community development.

Activities delineated by the PNDEF are:

- Improving the quality of education through curricular reform, allotment, and utilization of updated materials, strong initial and continuing education of teachers, application of new teaching methods, reduction in class size, and connection of formal and non-formal education sectors;
- Providing access to education in areas with the most need through the construction of schools and the placement of teachers, the recruitment and training of motivated new teachers, and the continuing education of those now in the classroom;
- Reducing costs to the system through a decrease in the number of students held back, an increase in the pass rate, better utilization of resources, and partnerships with the private sector;
- Encouraging parents to educate their children through a decrease in enrollment fees, the elimination of other related school expenses, the adaptation of the school calendar to the local seasonal calendar, the installation of canteens, and the loaning of books in poor areas; and
- Supporting girls' education through the distribution of free school materials to girls, the allocation of girls' scholarships, the reduction of girls' school fees, the protection of girls

at all levels (social, legal, and health), and the advancement of more young women into scientific and technical institutions.

A Role for Peace Corps/Côte d'Ivoire

Drawing upon the reputation of the Peace Corps in Education and Community Development, Peace Corps/Côte d'Ivoire hopes to support the Ministry of National Education and Basic Training by providing Volunteers who can serve as teachers' resources and community outreach specialists.

In order to maximize results and assure stronger outcomes for the project, Volunteers will collaborate with Volunteers in other project areas. This holistic approach aims to enrich Côte d'Ivoire's most precious resource, its people.

Purpose and Goals

Purpose: Communities and schools will collaborate with the Government of Côte d'Ivoire to achieve a better the standard of living and improve the well-being of its people through quantitative and qualitative adjustments between supply and demand in the education sector.

Goal 1: Teachers—In accordance with the National Education and Training Development Plan, primary and secondary school teachers in rural areas will develop a sense of and commitment to their role as Community Change Agents.

Goal 2: Students—Students will attend school and matriculate regardless of gender and region.

Goal 3: Resources—Schools will enhance curriculum and materials by developing resources based on the principles of Community Content-based Instruction (CCBI).

Goal 4: Community—Schools and communities will build their relationships in order to draw the formal and informal sectors together.

Timeline For Project Plan Development

Quarter 3	Quarter 4	Quarter 1	Quarter 2
Consultation team	APCD arrives	Site and PST development preparation	Trainees arrive

Sustainability

Peace Corps worldwide has experienced success in structured education projects. On the local level in Côte d'Ivoire, Volunteers are particularly appreciated for their integration into the communities in which they live and work. The proposed project will provide structure through the education system, but also provides opportunities for Volunteers to enhance this structure by linking it more closely to the communities it serves.

The mobilization and strengthening of community/parent groups and the development of CCBI materials will provide resources that can pass from generation to generation. Teachers using these resources can enlarge their own as well as their students' horizons. The elimination of regional and gender discrepancies can themselves enlarge student populations. The integration of the informal sector into the formal school system (through CCBI) and of the formal into the informal system (through, for example, functional literacy) will strengthen communities through

unity. All of these outcomes can only be attained if Volunteers work closely with community Counterparts who will collaborate to develop systems and movements which they can sustain on their own in the future.

Volunteers

Post will have only one kind of Volunteer, an Education specialist. They will however be recruited as a mixture of AAs 162, 171 and 191. The mixture will provide post with resources within the Education program that are rich and diverse. Through our Education PST (projected to be similar to the training design used in Sri Lanka, Trainees will spend time observing and practice teaching in real, not model, schools), Volunteers will be well-prepared for the communities they'll assist.

As teachers' resources, they will collaborate with Ivoirian educators at both the primary and secondary level to strengthen curriculum and materials design, to reinforce professionalism, to promote leadership through teacher education, and to support dialogue between school and community in order to draw the formal and informal sectors together. Volunteers will work to activate within teachers a sense of their role as Community Change Agents in accordance with the PNDEF.

In their role as community outreach specialists, Volunteers will cooperate with the local population of towns and villages in order to encourage parents to send their children to school, to facilitate the retention of children, especially girls, in school, to bolster students in their efforts to continue their studies, and to stimulate dialogue between community and school. In this way, volunteers will champion the MENFB goal of eliminating the discrepancies in enrollment and passing rates based upon gender and region.

Staffing

Post hopes to recruit an American APCD to start the project. The individual must have a graduate degree and at least five years experience in Francophone education in a developing country. Experience in Côte d'Ivoire is preferred. We would like this person to be on board no later than October 1, 1999, preferably before.

Conclusion

Improvements to the education system are necessary. Our help is needed but more importantly wanted by the government and the communities. Peace Corps/ Côte d'Ivoire is capable and ready to provide the kind of assistance asked for by the people of Côte d'Ivoire. We believe wholeheartedly that *Il n'y a pas de richesse que d'hommes (People are our only wealth)*.

Appendix B:
Sample Project Plan

(Adapted from Peace Corps Morocco)

Peace Corps/Morocco Maternal Health Project Plan (378-HE-02)

Year initiated: September 1994

Year expected to be reviewed: September 1997

Year expected to end: September 2004

Advisory team members who designed the project

Peace Corps

APCD for Health

Program Assistant

Volunteer

Volunteer

Ministry of Health

Deputy Assistant to the Director for Maternal and Child Health

Director of the Safe Motherhood Project

Other Host-country Agency Partners

UNICEF Representative

Midwives Association Representative

Executive Summary

Morocco has a high rate of maternal and neonatal death, especially in the rural areas. The maternal mortality rate (MMR) remains exceptionally high in Morocco. It has been estimated that 359 maternal deaths occur per 100,000 live births (compared to 16 deaths per 100,000 live births in the United States). But to many health professionals this MMR seems to be underestimated, especially in the rural areas where such deaths are under-reported. In Morocco, this awareness has created a nationwide commitment toward improving maternal health. The Ministry of Public Health has progressively and profoundly reorganized its programs addressing maternal health. The concept of maternal/child health was limited to child health aspects until the beginning of the 1970s. The Ministry of Public Health (MOPH) began a transition period in the 1980s as several studies and surveys analyzed the situation and pointed out many problems related maternal health. In the late 1980s, a Motherhood Surveillance Program was created. Several direct and indirect causes for poor maternal health have been identified since the program was created.

Women die during pregnancy due to the following direct causes:

- obstructed labor,
- infections,
- hemorrhages, and
- complications with hypertensive diseases.

There are also several indirect causes of death and complications, such as:

- having children too early, too late, or too frequently in life, and
- chronic malnutrition.

The MMR could dramatically be reduced with appropriate medical follow up and qualified assistance during birth.

Peace Corps/Morocco will collaborate with the MOPH and other NGOs in addressing the health needs of rural women in the regions of Arrichida, Teselheit, Dogon, and Edone. The Peace Corps will use Volunteers to increase health services in rural communities. Pregnant women will have greater access to health staff and information. Pregnant women will receive appropriate health information through clinics and in communities. Health information will be developed and coordinated by Volunteers and community partners in the provincial level office. At the health post level, Health generalists will work with nurses to improve nurses' skills in counseling and referral. Volunteers and community partners will identify and train a group of women in communities as community animators and mentors. Also, traditional birth attendants will be trained in conducting hygienic births in homes. If they complete the training course they will be provided with "safe birthing kits" made from local resources. In this project, strategic steps are taken to make health information more available to women and to increase the number of culturally appropriate health personnel that can assist women during pregnancy and throughout their life.

Part 1: Project Background

How this project was developed

In 1992, Peace Corps/Morocco was asked formally by the Minister of Public Health to assist the Department of Preventive Medicine in the implementation of Morocco's participation in the world-wide initiative on safe motherhood. A consultant from Peace Corps/Headquarters was requested to work with the APCD to explore potential collaboration in the effort. A project advisory committee was formed to further the development of the project as a result of the consultant's recommendations. Members on the advisory committee include Ministry of Public Health (MOPH) officials from the department of the Maternal and Child Health Division, Safe Motherhood Project Coordinator, a representative from UNICEF, a representative from the Midwives' Association, as well as two Volunteers from the Water and Sanitation Project, the APCD for Health, and the program assistant. The committee met monthly in the initial planning phase. Members of the advisory committee conducted interviews with a wide variety of stakeholders, including health personnel in the ministry, NGOs involved in maternal health, and health personnel at central, provincial, and post levels. In addition, committee members conducted participatory activities with women and men from potential sites to determine their need or desire for assistance with maternal care.

The results of the needs assessment were analyzed. A workshop was held to develop the project framework for the project. Follow-up meetings were held with health personnel in the four project regions to verify the framework and to develop buy-in for the project. The final project plan was written by three members of the advisory team and shared with the full committee for input and revision. Peace Corps staff reviewed the final project plan at headquarters, in Morocco, and the MOPH. Peace Corps/Morocco's country director and MOPH director of preventive medicine signed the project plan on September 1, 1993.

Situation Analysis

Relevant historical background

Morocco has a high rate of maternal and neo-natal death, especially in the rural areas. The MMR remains exceptionally high in Morocco. It has been estimated that 359 maternal deaths occur per 100,000 live births (compared to 16 deaths per 100,000 live births in the United States). But to many health professionals this MMR seems to be under-estimated, especially in the rural area where such deaths are under-reported. In Morocco, this awareness has created a nationwide commitment toward improving maternal health. The MOPH has progressively and profoundly reorganized its programs addressing maternal health. The concept of maternal/child health was limited to child health aspects until the beginning of the 1970s. The MOPH began a transition period in the 1980s as several studies and surveys analyzed the situation and pointed out many problems related maternal health. In the late 1980s, a Motherhood Surveillance Program was created. Several direct and indirect causes for poor maternal health have been identified since the program was created.

Women die during pregnancy due to the following direct causes:

- obstructed labor,
- infections,
- hemorrhages, and
- complications with hypertensive diseases.

There are also several indirect causes of death and complications such as:

- having children too early, too late, or too frequently in life, and
- chronic malnutrition.

The MMR could dramatically be reduced with appropriate medical follow up and qualified assistance during birth. Morocco's health system is able, to some extent, to provide pre- and post-natal care and assistance during birth; however, this system is seldom, if ever, solicited by targeted women.

Cultural beliefs and traditions in rural areas are one of the most significant factors that lead to this situation. Most women have not reached a level of education that would allow them to fully understand their reproductive system. Information and behavioral attitudes are learned only by watching elder women in their family go through pregnancy and delivery. Few women feel they have choices regarding their own health or bodies. In general, women tend to remain at a lower status and therefore do not have access to resources that would empower them and provide them with more options. Potential health complications due to pregnancy may not be perceived as such, but rather as natural consequences of a natural phenomenon. Women think that they should consult a doctor only in exceptional cases of a serious disease. Often times, husbands do not authorize their wives to go to a health center for a pregnancy check-up. They refuse to have a male doctor or nurse examine their wife. Below are statistics from a 1989 survey regarding pre-natal visits.

	Percent of women with at least one pre-natal visit	Percent of women with three or more pre-natal visits
RURAL	13%	4%
URBAN	48%	30%

In the regions of Arrichida, Teselheit, Dogon, and Edone, MMRs are estimated to be higher than 450 maternal deaths per 100,000 live births. The physician to patient ratio for these four regions is approximately one physician per 40,000 people. These regions have been chronically underserved due to their remote locations and sparsely populated areas. Doctors and trained nurses prefer living in more urban settings. The MOPH has made efforts to build and maintain infrastructure in these regions, although clinics and hospitals are rarely fully staffed. Provincial personnel for these regions are enthusiastic and appreciative of any support they receive.

Current activities and players addressing the issue and their successes.

The MOPH has designated safe motherhood a priority issue for Morocco. Many donors such as UNICEF, USAID, and other international NGOs are increasing programming in this area. Other agencies are contributing materials, such as vehicles for transportation, beds, medical supplies and equipment, and training for nurses and doctors. No agency other than the Peace Corps, however, is addressing the community needs in terms of direct outreach activities.

Explanation of why this issue was selected.

Maternal health is an issue identified and supported at the national level. In conversations with groups of women and men in the four regions, a desire for greater access to health care was consistently expressed.

A summary statement of project opportunity and Peace Corps' niche in addressing the issue.

Other agencies are focusing their efforts on improving infrastructure at rural clinics. The Peace Corps with its extensive history in health extension work and community mobilization will be able to work from the "grass roots" level. The Peace Corps is also able to make a unique contribution to the initiative by assisting the MOPH with information, education, and communication specialists to work in the provincial level.

Peace Corps/Morocco will collaborate with the MOPH and NGOs in addressing the health needs of rural women in the regions of Arrichida, Teselheit, Dogon, and Edone. The Peace Corps will use Volunteers to increase health services in rural communities. Pregnant women will have greater access to health staff and information. Pregnant women will receive appropriate health information through clinics and in communities. A Volunteer and community partner in the provincial level office will develop and coordinate health information related to safe motherhood. At the health post level, Health generalists will work with nurses to improve nurses' skills in counseling and referral. Volunteers and community partners will identify and train a group of women in communities as community animators and mentors. Also, traditional birth attendants will be trained in conducting hygienic births in homes. If they complete the training course they will be provided with "safe birthing kits" made from local resources. In this project, strategic steps are taken to make health information more available to women and to increase the number of culturally appropriate health personnel that can assist women during pregnancy and throughout their life.

Part 2: Project Description

Project Framework

Project Purpose: Women in rural Morocco will have greater access to quality health services that will result in an improvement in their health.

Project Goals and Objectives

Goal 1:

Pregnant women in the target regions will seek pre- and post-natal care and assistance during pregnancy from trained professionals.

Objectives for Goal 1:

Activities	Desired Change	Long term Impact (Goal)
What major activities will Volunteers and their community partners do?	What knowledge, skills, attitudes or behaviors are expected to change because of these activities?	What condition needs to occur to achieve the project's purpose?
Objective 1:		Goal 1: Pregnant women in the target regions will seek pre- and post-natal care and assistance during pregnancy from trained professionals.
By August 2004, Volunteers and community partners will assist 24 clinics to develop and implement strategic plans for on-going health education activities that target women.	This will result in a 20 percent increase in the number of women attending a health education session or participating in a pre- or post-natal counseling session.	
Objective 2:		
By August 2004, Volunteers and community partners will have trained 200 community decision-makers in 40 villages on the importance of maternity care.	This will result in eight villages providing increased mental, physical, and financial support for maternal health activities.	

Sentence form:

Objective 1: By August 2004, Volunteers and community partners will assist 24 clinics to develop and implement strategic plans for on-going health education activities that target pregnant women. This will result in a 20 percent increase in the number of women attending a health education session or participating in a pre- or post-natal counseling session.

Objective 2: By August 2004, Volunteers and community partners will have trained 200 community decision-makers in 40 villages on the importance of maternity care needs. This will result in eight villages providing increased mental, physical, and financial support for maternal health activities.

BEST COPY AVAILABLE

Goal 2:

Health service providers will demonstrate helping attitudes and use professional skills while providing maternal health services.

Objectives for Goal 2:

Activities	Desired Change	Long term Impact (Goal)
What major activities will Volunteers and their community partners do?	What knowledge, skills, attitudes or behaviors are expected to change because of these activities?	What condition needs to occur to achieve the project's purpose?
Objective 1:		Goal 2: Health service providers will demonstrate helping attitudes and use professional skills while providing maternal health services
By August 2002, Volunteers and community partners will have trained 100 nurses in health information, counseling, referral skills, and pregnancy surveillance.	This will result in a 20 nurses providing quality maternal health services to pregnant women.	
Objective 2:		
By August 2004, Volunteers and community partners will have identified, trained, and supplied safe birthing kits to 300 traditional birth attendants (TBAs).	This will result in 60 TBAs regularly providing safe hygienic deliveries in homes in the target villages.	
Objective 3:		
By August 2004 Volunteers and community partners will have identified and trained 200 female community volunteers.	This will result in 40 female community volunteers providing health education to women in target villages.	

Sentence form:

Objective 1: By August 2002, Volunteers and community partners will have trained 100 nurses in information, counseling, referral skills, and pregnancy surveillance. This will result in 20 nurses providing quality maternal health services to pregnant women.

Objective 2: By August 2004, Volunteers and community partners will have identified, trained and supplied safe birthing kits to 300 traditional birth attendants (TBAs). This will result in 60 TBAs regularly providing safe hygienic deliveries in homes in target villages.

Objective 3: By August 2004, Volunteers and community partners will have identified and trained 200 female community volunteers. This will result in 40 female community volunteers providing health education to women in target villages.

Project Strategy Statements

Where will the project be implemented?

The project will be implemented in the four regions in the Central Province that are typically underserved by health services. The central and provincial personnel are enthusiastic about the support the Peace Corps can provide. Local health clinic staff also expressed an interest in receiving the support. The first year of the program will place Volunteers in 12 clinics in the regions of Arrichida, and Teselheit and one specialist Volunteer at the provincial level. In the second year, Volunteers will be placed in 12 clinics in the regions of Dogon and Edone. The MOPH representative will work with Peace Corps staff to determine appropriate placements.

What number of Volunteers and what skills and interests will Volunteers need to implement the project?

The project will maintain a total of 25 Volunteers a year in the project for 10 years. Every other year a Health specialist (AA 154) will be placed in the provincial health center to facilitate development of health education material that targets pregnant women. In addition, that Volunteer will facilitate communication between health personnel from the provincial level and the health center level. The 12 Health generalists (AA 155) will be placed with a local health post within two days travel of the specialist. Specialists and their community partners are to maintain a supportive relationship with the Health generalist Volunteers in the regions.

Fiscal year	Number of Trainees	Assignment Areas
1993	13	1 Health specialist 12 Health generalists
1994	12	12 Health generalists
1995	13	1 Health specialist 12 Health generalists
1996	12	12 Health generalists

After the mid-project evaluation, the number and type of Volunteers will be reviewed and adjustments will be made for the remaining years of the project.

Who will be the Volunteers' community partners and supervisors?

In the provincial health office the provincial health officer will be the supervisor for the Volunteers. The community partner will be the health personnel responsible for health education and training in the regions.

At the health post level, the supervisor will be the nurse-in-charge. The community partners will be developed over time from the various groups the Volunteer will interact with. Potential community partners could include, but are not limited to, traditional birth attendants, female community volunteers, nurses, members of the village development committee, or community decision-makers interested in health.

What resources will be needed to achieve project goals?

Description	Support Needed	Time Frame	Potential Sources
Volunteer Training	1. Technical trainers 2. Funds for training costs 3. Funds to cover participation of community partners in ISTs 4. Training sites 5. Funds for per diem of participants	1. Arrival of each class 2. Throughout project 3. Throughout project 4. Throughout project 5. Throughout project	-PC/Morocco -The Center -Min. of Public Health -PC/Morocco -Min. of Public Health in-kind services -Min. of Public Health -The Center -Min. of Public Health -SPA
Locally Organized Training			
Visual Aids and Materials	1. Funds for purchase or reproduction of Volunteer developed material 2. Translation services	Throughout the project As developed	-Min. of Public Health -Local NGOs -PC/Morocco
Materials for Birth Attendant Kits	1. Funds to cover cost	Throughout project	-Local NGOs -Min. of Public Health -OPSC & IV
Housing	2. Funds to cover rental cost	Throughout project	-Govt of Morocco
Mountain Bikes	3. 30 bikes total	Throughout project	-PC/Morocco

Comparison to Project Criteria

1. Increases local capacity.

This project increases the capacity of several health service provider groups by training traditional birth attendants, men and women community members, and health personnel in addressing maternal health issues.

2. Strives to address expressed needs of those with limited access to resources and opportunities.

Low income rural women are the primary project participants. Women, with limited access to resources, have fewer options to care for themselves and their children.

3. Seeks sustainable results that complement other development efforts.

This project seeks sustainable results by increasing the capacity of traditional birth attendants, nurses, and female health volunteers. This focus on building capacity for conducting outreach is complimentary to the efforts of the MOPH to upgrade the skills of health personnel and



infrastructure of the services provided at the clinic. This is also complimentary to the projects being implemented by other agencies (for example, UNICEF and USAID).

4. Has local participants as partners in developing, implementing, and assessing the project.

The advisory committee interviewed participants using participatory methods in potential sites. In addition each Volunteer will work in planning project activities with primary participants as the project is implemented.

5. Considers gender relationships and promotes women's participation to increase their status and opportunities.

The advisory committee reviewed the project using gender analysis tools. One of the results of that analysis is the development of an objective to work with "decision-makers" in communities on the issue of women's health. Decision-makers most often will be male.

6. Places Volunteers at the local level where needs occur.

The majority of Volunteers' scope of activity will be in the villages and small towns with population less than 25,000. Qualified professional Volunteers will be assigned to the provincial level to technically back up field Volunteers with information, education, and communication. This fills a specific gap that the MOPH has expressed as a significant need.

7. Does not displace qualified and available local workers with Volunteers.

The Volunteers will not replace locally available qualified workers because this profile does not currently exist at the community level. Several Moroccan health professionals are presently studying overseas. If a Moroccan health professional does return and seeks employment as the health information, education, and communication specialist, the Peace Corps will no longer fill this position.

8. Uses the types and numbers of Volunteers that are consistent with available applicants.

Health generalists will be placed in rural communities to work directly with traditional birth attendants, female volunteers, nurses, and community members. According to the *Trainee Resource Handbook* Health generalists are easily recruited. Only one Health specialist every other year will be requested. Due to the number of Volunteers in the Public Health Master's Internationalist program, this should not be a difficult request to fill.

9. Has local Peace Corps staff and resources to train and support Volunteers to complete their assignments successfully.

An APCD, program assistant, and Peace Corps Volunteer leader are available to support the Volunteers in this project. In addition, training staff are available.

10. Has host agencies and communities as partners who can support the project and the Volunteers.

The MOPH, and several NGO staff have participated fully in the development of this project. The MOPH will support the project by funding housing and utilities costs for Volunteers, providing training sites, and supporting the development of materials. NGO partners will provide additional training staff during PSTs and ISTs, as well as some support for the development of materials.

Monitoring and Evaluation Plan

GOAL 1:		Pregnant women in the target regions will seek pre- and post-natal care and assistance during pregnancy from trained professionals.
Objective 1:		
Activity:		Desired Change:
By August 2004, Volunteers and community partners will assist 24 clinics to develop and implement strategic plans for ongoing health education activities that target women.		This will result in a 20 percent increase in the number of women attending a health education session or participating in a pre- or post-natal counseling session.
What information do we need?	What are our M&E questions? (for this objective)	1) How many of the 24 clinics have developed strategic plans to provide health education that target women? Why? 2) How many of the 24 clinics have implemented their strategic plans? Why? 3) In the 24 clinics, what is the percent change in numbers of women attending: • one or more health education session • a pre- or post-natal counseling session? Why?
	What are our indicators of change?	1) number of clinics with strategic plans. 2) number of clinics implementing strategic plans. 3) percent change in women attending: • one or more health education session • a pre- or post-natal counseling session?
How will we find out?	What data collection methods will we use?	1) Document review of clinics' strategic plans. 2) Interviews with clinic directors. 3) Document review of attendance records from clinics to determine number of women attending health education and pre- or post-natal counseling sessions.
	Who will collect the data and when?	1,3) The first Volunteer and community partner at each site will collect baseline data within first three months of assignment. Results will be reported to APCD in first quarterly report. 1,2,3) Each Volunteer and community partner will review strategic plans and attendance records and interview the clinic director on a quarterly basis. Results will be reported to APCD in quarterly reports.

Continued

Goal 1: Objective 1, continued



What will we do with the information?	Who will use the information and how?	1-3) Individual clinic staff to determine if target population is being reached and to revise strategic plans as necessary. Safe Motherhood staff at MOPH to determine success of initiative and allocate resources appropriately. APCD, Volunteers and other stakeholders to determine project success and revise project plan and work plans as necessary. Headquarters to allocate resources and Trainee authorizations (TAs), and to share information with other posts, organizations, and agencies.
	How will the information be disseminated?	1-3) Volunteers and community partners will report directly to clinic staff on a quarterly basis. APCD will share consolidated data with project stakeholders in a brief written report and orally at ISTs and advisory committee meetings. APCD will report results to Headquarters in PSRs.

GOAL 1:		Pregnant women in the target regions will seek pre- and post-natal care and assistance during pregnancy from trained professionals.
Objective 2:		
Activity:		Desired Change:
By August 2004, Volunteers and community partners will have trained 200 community decision-makers in 40 villages on the importance of maternity care.		This will result in eight villages providing increased mental, physical, and financial support for maternal health activities.
What information do we need?	What are our M&E questions? (for this objective)	1) How many decision-makers were trained in the importance of maternity care and in how many communities? 2) How have attitudes of community decision-makers changed? Why? 3) How many villages are providing greater support for maternal health activities?
	What are our indicators of change?	1) Number of community decision-makers trained. 2) Percent change in decision-makers' attitudes toward: • the importance of women being healthy • approval of women seeking health care services from male health providers • the importance of providing resources for women's health facilities and events 3) Number of villages providing greater support for maternal activities, such as: <i>Mental:</i> permission for wives to seek and receive health care <i>Physical:</i> improvement in facilities for women's health care (for example, number of beds, special equipment, etc.) <i>Financial:</i> amount of contributions to transportation and clinic fees

Continued

Goal 1: Objective 2, continued



How will we find out?	What data collection methods will we use?	1) Counting of attendees at training events using attendance records. 2) Simple, interactive pre- and post-tests with training participants. 3) Structured observation and interview with participants during follow-up visits. Structured observation in villages.
	Who will collect the data and when?	1) Volunteers and community partners will keep records of attendance at each training event and report the numbers in quarterly reports. 2-3) Volunteers will make follow-up visits to conduct structured observations and interviews three months after training event. Results will be reported to APCD quarterly.
What will we do with the information?	Who will use the information and how?	1-3) Decision-makers or village development committees to observe changes in community and plan future activities. Volunteers and community partners to determine success and ways to change training as needed. APCD, Volunteers and other stakeholders to determine project success and revise project plan and work plans as necessary.
	How will the information be disseminated?	1-3) Volunteers will report to decision-makers or village development committees on a quarterly basis. APCD will share consolidated data with project stakeholders in a brief written report and orally at ISTs and advisory committee meetings. APCD will report results to Headquarters in PSRs.

GOAL 2:		Health service providers will demonstrate helping attitudes and use professional skills while providing maternal health services.
Objective 1:		
Activity:		Desired Change:
By August 2002, Volunteers and community partners will have trained 100 nurses in health information, counseling, referral skills, and pregnancy surveillance.		This will result in 20 nurses providing quality maternal health services to pregnant women.
What information do we need?	What are our M&E questions? (for this objective)	1) How many nurses were trained in health information, counseling, referral, and pregnancy surveillance? 2) How many nurses in how many villages are providing quality maternal health services to pregnant women?
	What are our indicators of change?	1) Number of nurses trained. 2) Number of nurses providing improved maternal health services, namely: • offering services at times women when are able to attend • treating patients with respect • listening to and counseling patients
How will we find out?	What data collection methods will we use?	1) Counting of attendees at training events using attendance records. 2) Structured observation at clinics using checklists of quality care standards

Continued

Goal 2: Objective 1, continued

What will we do with the information?	Who will use the information and how?	1-2) Clinic staff to make changes in services provided. Safe Motherhood staff at MOPH to determine success of initiative and allocate resources as needed. Volunteers and community partners to determine success and ways to change training as needed. APCD, Volunteers, and other stakeholders to determine project success and revise project plan and work plans as necessary.
	How will the information be disseminated?	1-2) Volunteers and community partners will report directly to clinic staff and observations and on a quarterly basis. APCD will share consolidated data with project stakeholders in a brief written report and orally at ISTs and advisory committee meetings. APCD will report results to Headquarters in PSRs.

GOAL 2:		Health service providers will demonstrate helping attitudes and use professional skills while providing maternal health services.
Objective 2:		
Activity:		Desired Change:
By August 2004, Volunteers and community partners will have identified, trained, and supplied safe birthing kits to 300 traditional birth attendants (TBAs).		This will result in 60 TBAs regularly providing safe hygienic deliveries in homes in target villages.
What information do we need?	What are our M&E questions? (for this objective)	1) How many TBAs were trained and provided with a safe birthing kit? Why? 2) How many TBAs are providing safe hygienic deliveries and in how many villages? Why?
	What are our indicators of change?	1) Number of TBAs trained and provided with a safe birthing kit. 2) Number of TBAs providing safe hygienic deliveries.
How will we find out?	What data collection methods will we use?	1) Counting of TBAs trained and provided with a safe birthing kit, using attendance and distribution records from the training events. 2) Survey of new mothers who were assisted by TBAs.
	Who will collect the data and when?	1) Volunteers and community partners will keep attendance and distribution records at each training event. 2) Volunteers and community partners will conduct survey of new mothers in follow-up visits to villages within three months of training.

Continued

Goal 2: Objective 2, continued



What will we do with the information?	Who will use the information and how?	1-3) TBAs to determine need for additional training and/or resources. Clinic staff to determine additional support needed by TBAs. Safe Motherhood staff at MOPH to determine success of initiative and allocate resources as needed. Volunteers and community partners to determine success and ways to change training as needed. APCD, Volunteers, and other stakeholders to determine project success and revise project plan and work plans as necessary.
	How will the information be disseminated?	1-3) Volunteers will report on TBA training and use of safe birthing kit to TBAs and clinic staff after each event. Survey results will be reported immediately following analysis of this survey. Results will also be summarized and reported on a quarterly basis. APCD will share consolidated data with project stakeholders in a brief written report and orally at ISTs and advisory committee meetings. APCD will report results to Headquarters in PSRs.

Goal 2: Health service providers will demonstrate helping attitudes and use professional skills while providing maternal health services		
Objective 3:		
Activity:		Desired Change:
By August 2004, Volunteers and community partners will have identified and trained 200 female community volunteers.		This will result in 40 female community volunteers providing health education to women in target villages.
What information do we need?	What are our M&E questions? (for this objective)	1) How many female community volunteers were identified and trained? Why? 2) How many female community volunteers are providing health education to women in target villages? Why?
	What are our indicators of change?	1) Number of female community volunteers trained. 2) Number of female community volunteers providing health education to women in target villages.
How will we find out?	What data collection methods will we use?	1) Counting of attendees at training events, using attendance records. 2) Structured observation and interviews with female community volunteers during follow-up visit.
	Who will collect the data and when?	1) Volunteers and community partners will keep attendance at each training event. 2) Volunteers and community partners will conduct structured observation and interviews during follow-up visits three months after training events.

Continued

Goal 2: Objective 3, continued

What will we do with the information?	Who will use the information and how?	1-2) Female community volunteers to become more motivated and identify ways to improve work if needed. Clinic staff to determine additional support required. Volunteers and community partners to determine success and ways to change training sessions as needed. APCD, Volunteers, and other stakeholders to determine project success and revise project plan and work plans as necessary. Headquarters to allocate resources and TA, and to share information with other posts, organizations, and agencies.
	How will the information be disseminated?	1-2) Volunteers and community partners will report results to female volunteers during follow-up visits or regular meetings. Volunteers and community partners will share results with Clinic staff after each survey and on a quarterly basis. APCD will share consolidated data with stakeholders at ISTs, advisory committee meetings, and PSRs. APCD will report results to Headquarters in PSRs.

Part 3: Project Management

Volunteer Task Analysis

Goal 1:

Objective 1: By August 2004, Volunteers and community partners will assist 24 clinics to develop and implement strategic plans for ongoing health education activities that target women. This will result in a 20 percent increase in the number of women attending a health education session or participating in a pre- or post-natal counseling session.

Tasks for Volunteers and community partners:

Task 1: conduct a participatory assessment of current health education activities targeting women.

Task 2: based on the assessment, work with health personnel to determine how the needs of pregnant women can be better met.

Task 3: assist health personnel to develop a one year strategic plan for implementing ongoing health education activities for pregnant women.

Task 4: assist health personnel to implement the strategic plan (with specific benchmarks) for health education for women.

Task 5: assess quality and quantity of health education activities targeting pregnant women and adapt strategic plans.

Objective 2: By August 2004, Volunteers and community partners will have trained 200 community decision-makers in 40 villages on the importance of maternity care. This will result in eight villages providing increased mental, physical, and financial support for maternal health activities.

Tasks for Volunteers and community partners:

Task 1: conduct a participatory needs assessment with decision-makers in their village.

Task 2: develop a curriculum (and time frame with annual benchmarks for reaching the objective) for training community decision-makers on maternity care needs.

Task 3: implement the training.

Task 4: assess the training and adapt the curriculum for future training.

Task 5: follow-up with participants after training to reinforce skills learned in training and assess the results of training.

Goal 2

Objective 1: By August 2002, Volunteers and community partners will have trained 100 nurses in information, counseling, referral skills, and pregnancy surveillance.

Tasks for Volunteers and community partners:

Task 1: conduct a participatory needs assessment with nurses and assess their skills in information, counseling, referral skills, and pregnancy surveillance.

Task 2: develop a curriculum for the training of nurses.

Task 3: implement the training.

Task 4: assess the training and adapt curriculum for future trainings.

Task 5: follow-up with participants after training to reinforce skills learned in training and assess the results of training.

Objective 2: By August 2004, Volunteers and community partners will identify, train and supply safe birthing kits to 300 traditional birth attendants (TBAs).

Tasks for Volunteers and community partners:

Task 1: conduct a participatory needs assessment to identify traditional birth attendants and assess their need for training.

Task 2: develop a curriculum for the training TBAs in safe birthing procedures.

Task 3: identify local resources and collect material for safe birthing kits.

Task 4: implement the training.

Task 5: assess the training and adapt curriculum for future trainings.

Task 6: follow-up with participants after training to reinforce skills learned in training and assess the results of training.

Objective 3: By August 2004, Volunteers and community partners will identify and train 200 female community volunteers.

Tasks for Volunteers and community partners:

Task 1: conduct a participatory needs assessment to identify female community volunteers and assess their need for training.

Task 2: develop a curriculum for the training.

Task 3: implement the training for female community volunteers.

Task 4: assess the training and adapt curriculum for future trainings.

Task 5: follow-up with participants after training to reinforce skills learned in training and assess the results of training.

Implications for training

Training for the Health generalists should include content regarding maternal and child health, and, more particularly, the health issues addressed in the safe motherhood initiative. In addition, emphasis should be placed on how to mobilize communities for health issues. Basic training skills will be useful for working with traditional birth attendants, female community volunteers, and nurses. General background regarding health and the health infrastructure of Morocco should be addressed during training. Volunteers should be introduced to important human and material resources that can facilitate their work.

Since there are two levels of Volunteers, all Trainees should understand and appreciate the complimentary role of the Health specialist and the generalists. Practice time in the field working together can begin to establish a working relationship.

Because the Health specialist has training in health education and information, communication, and education, emphasis for the specialist training should be on specific content related to maternal health and safe motherhood and the infrastructure and resources of the MOPH in Morocco.

All Trainees need to understand their role in implementing the overall project plan, specifically the monitoring and evaluation plan. Trainees should experience significant time in the field practicing community mobilization participatory skills and follow-up skills. The specialist

Trainee should spend additional time at the provincial level beginning to develop working relationships with MOPH staff.

Collaboration with other Organizations

AGENCY	DESCRIPTION OF AGENCY PARTNER	TYPE OF COLLABORATION
Maternal and Child Health Division (Rabat)	Host-country agency partner responsible for the project on the national level	- Provide technical and administrative support to the project - Assist in project design, implementation, and assessment - Identify project sites - Support Volunteer project activities
Health Education Division	Governmental organization responsible to MOPH for IEC	- Provide technical support to Volunteers as needed: design and production of visual aids - Participate in training - Supply Volunteers with equipment and educational materials
UNICEF-Rabat Health Program	Funding Agency: in coordination with MOPH developing a large health program that concerns both maternal and child health issues	- Provide material and financial support for education activities - Provide equipment and supplies for specific activities at the community level
World Health Organization (WHO)	Agency for consultancy and technical support. Supporting health programs, among which is maternal health	- Provide technical information; support training - Provide small equipment
Moroccan Association for Midwives	Professional non-profit association: promotes midwives' status and work conditions and trains traditional birth attendants	- Provide technical information - Provide training support for Volunteer training - Coordinate with Volunteers for TBA training.

Signatures Required:

Director of Preventive Medicine

Date

Peace Corps Country Director

Date



Appendix C: Project Framework Worksheet

Project Purpose:

What is the broad desired improvement in people's lives that will result from this project?

Project Goals:

What condition needs to occur to achieve the project's purpose?

1)

2)

3)

4)

Objectives:

- What major activities will Volunteers and their community partners do?
- What knowledge, skills, attitudes, or behaviors are expected to change because of these activities?

(Each goal must have at least two objectives but may have up to four.)

P&T Booklet 2: How to Design or Revise a Project

Activities What major activities will Volunteers and their community partners do?	Desired Change What knowledge, skills, attitudes, or behaviors are expected to change because of these activities?	Long term Impact (Goal) What condition needs to occur to achieve the project's purpose?
Objective 1:		Goal 1:
Objective 2:		

Sentence form:

Objective 1:

Objective 2:

Activities What major activities will Volunteers and their community partners do?	Desired Change What knowledge, skills, attitudes, or behaviors are expected to change because of these activities?	Long term Impact (Goal) What condition needs to occur to achieve the project's purpose?
Objective 1:		Goal 2:
Objective 2:		

Sentence form:

Objective 1:

Objective 2:

P&T Booklet 2: How to Design or Revise a Project

Activities What major activities will Volunteers and their community partners do?	Desired Change What knowledge, skills, attitudes, or behaviors are expected to change because of these activities?	Long term Impact (Goal) What condition needs to occur to achieve the project's purpose?
Objective 1:		Goal 3:
Objective 2:		

Sentence form:

Objective 1:

Objective 2:

Activities What major activities will Volunteers and their community partners do?	Desired Change What knowledge, skills, attitudes, or behaviors are expected to change because of these activities?	Long term Impact (Goal) What condition needs to occur to achieve the project's purpose?
Objective 1:		Goal 4:
Objective 2:		

Sentence form:

Objective 1:

BEST COPY AVAILABLE

Objective 2:



Appendix D: ***Financial Resources***

Small Project Assistance (SPA) Program

Since 1983, the SPA program has helped community groups conduct low-cost, grass-roots community development activities. The program has provided both grants and technical assistance to communities both as seed money and to provide the skills necessary to address locally identified needs.

Over the years, SPA grant funds have been used primarily to support various kinds of infrastructure development through the purchase of supplies, materials, and equipment. However, the SPA program also emphasizes community capacity building by encouraging posts to use grant funding to support the transfer of sustainable development skills through community-level training.

Most SPA-supported community development efforts include a training component. Some, however, focus exclusively on training events designed and implemented by community members and Volunteers. These locally-organized training activities primarily support host-country participant travel to communities and/or local training centers where they receive specific technical skills training.

In some cases, SPA grant funding allows Volunteers and community partners to visit other Volunteers and partners. During these visits, community partners either provide or receive skill training from members of the host community. In such cases, Volunteers and their community partners participate in a technical exchange. In other cases, SPA funds allow host-country national technical experts to travel to communities to lead or facilitate training sessions. In still other cases, a SPA grant allows community partners to travel to a training center, NGO, or model farm to gather information and acquire skills.

In order to qualify for SPA grant support, locally-organized training activities must seek to build the technical and organizational skills needed for small-scale community development activities. Although SPA grant funds will continue to finance much needed supplies and materials, Peace Corps staff, Volunteers, and communities are encouraged to look for ways to complement production or construction activities with grass-roots capacity building. It is important to keep in mind that host-country nationals must be the primary beneficiaries and the primary participants. Whenever possible, local human resources—employees of government agencies, NGO personnel, and community members themselves—are encouraged to contribute their skills and knowledge to training events.

Office of Private Sector Cooperation and International Volunteerism

Partnership Program

For over 33 years, the Peace Corps Partnership Program has provided a link between the American public and the requests for project assistance from the overseas communities in which Peace Corps Volunteers serve. By matching financial assistance with project needs, the program also helps to establish direct communication between both the sponsors and the overseas community and the Volunteer implementing the project. Examples of Partnership projects include the expansion of a bakery operated by persons with physical disabilities in Jamaica, the painting of a world map in a classroom in Kyrgyzstan, the construction and furnishing of a women's community center and vocational school in Ghana, and the purchase of water quality testing equipment for a community engaged in aqua-culture in the Philippines. By providing

financial assistance for small, community-based projects, the Partnership Program can become a meaningful supplement to a Volunteer's activities and provide a link to people, groups, and organizations back home.

Major Gifts Program

Through the Major Gifts Program, Peace Corps staff accepts large-scale financial support from corporations, foundations, individuals, and organizations for Volunteer projects as well as Peace Corps programming. Major Gifts provides support and fulfills the needs of Volunteer projects through arrangements with several institutional donors, such as the Sabre Foundation, the Liberty Bell Foundation, and the World Bank Volunteer Services Book Project.

Appendix E: **The Peace Corps Project Criteria**

1) The project increases local capacity.

The most basic development goal is for people to be able to meet essential survival requirements by relying on their own skills and resources. This criterion addresses how a project improves the quality of people's lives in ways that build their capabilities for sustaining an improved quality of life. The basic human needs to be addressed include freedom from disease; adequate quantities, qualities, and varieties of food; access to potable water supplies; adequate protection from the elements; access to knowledge and skill required for self-maintenance; and an environment that contributes to personal health and safety. To ensure that project goals and objectives focus on capacity building, use the capacity building levels when developing the project framework.

2) The project strives to address expressed needs of those that have limited access to resources and opportunities.

Peace Corps' projects are planned with community partners from areas with limited access to resources and opportunities. Tools and techniques are used to make sure the voices of people with less status and power are heard. The project reflects the needs of these people.

3) The Project seeks sustainable results that complement other development efforts.

Peace Corps projects are not intended to make poverty and deprivation more bearable. Rather, projects should focus on building on the resources and strengths of community members and alleviating or eliminating destructive conditions in the lives of community members. Project activities should be directed at developing the capacity of people to use their skills, knowledge, practices, and resources to improve their living conditions. For a discussion on sustainable development, read *P&T Booklet 1: The Basics*.

Projects can seek lasting solutions in different ways:

- Local people may learn how to expand the service (extension worker trained to reach more farmers, teachers may learn new education methods).
- Local people may learn how to continue the Volunteer's functions after his or her departure (farmers taught to raise trees; teachers trained to teach English).
- Village-based institutions may be developed that are capable of providing on-going services (a maternity ward built; a co-op started, a community garden begun).
- A new resource may be found (the use of bamboo vent pipes for a ventilated improved pit (VIP) latrine as opposed to plastic pipes).
- Local people may become more confident through positive accomplishments (they have succeeded in making positive changes and now feel they can continue this in other settings).

The Peace Corps will always be limited in the role it can play toward the development of a country. Its efforts are not meant to independently eradicate poverty but to strengthen and supplement ongoing international, national, and community efforts to do so. The Peace Corps should provide leadership in developing linkages with other projects and efforts.

4) The project has local participants as partners in developing, implementing, and assessing the project.

Those who will benefit from the project must be involved in the decisions that determine the most effective direction for the project. Experience has shown that when local people perceive a needed change, and they participate in the design, implementation, and assessment of the project, they are more likely to stay involved and to build their capacity to facilitate change in other settings. Representatives from the local level should be involved in project development, implementation, and assessment whenever feasible.

5) The project considers gender relationships and promotes women's participation to increase their status and opportunities. .

This criterion requires every project to consider its impact on the role and status of women using gender analysis tools. Efforts are to be made to make sure women and girl's voices are heard and their needs are addressed in the project. Women are to be involved in project development, implementation, and assessment whenever feasible.

6) The project places Volunteers where their skills match the countries' needs.

The more directly a Volunteer's effort relates to locally identified needs, the more that effort is likely to have the desired effects. When needs are clearly addressed, the value of Peace Corps cooperation becomes more apparent to the Volunteer, the community members, and the host government.

This criterion is best met when the project:

- Involves the Volunteer with local people directly and frequently in both work assignment and community activities; and
- Integrates the work assignments of the Volunteer with local institutions and systems.

7) The project does not displace qualified and available local workers.

It is not the intention of the Peace Corps to take the place of host-country nationals in development efforts, but rather to work cooperatively with the host country to build capacity without detracting from local efforts. If qualified host-country nationals are available to fulfill an identified need, the Peace Corps should not develop a project to displace those individuals.

8) The project uses the types and numbers of Volunteers that are consistent with available applicants.

Headquarters provides the field with information on the applicant pool through the *Trainee Request Handbook*. Requests for Volunteers should take into account the realities of projected availability of candidates with specific interests and personal attributes.

9) The project has local Peace Corps staff and resources to train and support Volunteers.

For Volunteers to be effective in the performance of project tasks they must possess the knowledge, attitudes, and skills required for those tasks. The Peace Corps, with the assistance of host-country agency partners, must be able to provide the Volunteer with the training and on-going support necessary for success in the major training components of technical, language, cross-cultural understanding, health, and safety.

10) The project has host agencies and communities as partners who can support the project and the Volunteers.

P&T Booklet 2: How to Design or Revise a Project

Identify host-country personnel (a supervisor or community partners) and support materials, equipment, and other resource needs of the project and confirm the availability of all resources—human, material, and financial. Generally, the more resources the host agency or community commits to a project, the more investment the agency or community will have in its success.



Appendix F: Additional Resources

1. Resources to learn more about Gender Analysis

Another Point of View: A Manual on Gender Analysis Training for Grassroots Workers (Training Manual). UNIFEM, 1993, 106 pages, English (ICE number WD108)

Workshop and training manual focused on gender issues in development. Specifically relevant to the experience of community-based development workers. Helpful in the design and implementation of gender-sensitive development programs at the grass roots level.

Choose a Future: Issues and Options for Adolescent Boy. CEDPA Publications, 1998, 225 pages, English (ICE number YD032)

Program guide for facilitators and trainers working with boys ages 12 to 20. Brings together ideas and activities to help adolescent boys develop self-respect and self-esteem; create supportive peer relationships; expand their skills in analysis, decision-making, problem-solving, and negotiating; and have increased access to resources. In addition, explores gender-equitable approaches to family life and other sociocultural issues and examine real issues in boys' lives—marriage, health, family relations, conflict resolution, education, work, legal status, and community involvement—and options for dealing with these issues.

Choose a Future: Issues and Options for Adolescent Girls, CEDPA Publications, 1996, 161 pages, English (ICE number WD127)

Program guide for facilitators and trainers working with girls ages 12 to 20. Brings together ideas and activities to help adolescent girls examine issues and options in their lives, set goals, develop skills in analysis and decision-making, and build self-esteem. Features sessions on marriage and motherhood to help girls restricted by poverty and gender roles explore positive options available to them. Sessions on reproductive health cover sexuality and the life-long health, education, and economic effects of early pregnancy. Special attention is given to abuse, violence, and harmful traditional practices such as female genital mutilation.

Commitment to the World's Women: Perspectives on Development for Beijing and Beyond, Noeleen Heyzer, Editor, UNIFEM Publications, 1995, 269 pages, English (ICE number WD130)

Presents important national and global level information on women's contributions in health, poverty, HIV/AIDS, migration, agriculture, and other areas. Discusses how these contributions affect households and communities. Informs how the roles of women impact many sectors in which Volunteers work and offers ways to address gender constraints in working with women. DISTRIBUTION TO PEACE CORPS IN-COUNTRY RESOURCE CENTERS ONLY.

Communicating in a Diverse Workplace: A Practical Guide to Successful Workplace Communication Techniques, Lillian A. Kuga, Jossey-Bass, 1996, 100 pages, English (ICE number TR129)

Presents tools, techniques, and suggestions for leaders who want to communicate more effectively and capitalize on the richness of diversity in their work groups. Includes a range of very practical tools and activities that will ensure the perspectives, ideas, and experience of people from different cultures, gender, ages, language backgrounds, and geographic origins are valued and utilized.

Counseling Across Cultures, 4th ed. Edited by Paul Pedersen, Juris Draguns, et al., SAGE Publications, 1996, 373 pages, English (ICE number TR106)

Updated and expanded version offers a comprehensive look at the increasing priority of culture in the counseling process. Contributing writers examine the cultural context of accurate assessment and appropriate interventions in counseling, and highlight work with groups including African-Americans, Asian-Americans, Hispanics, American Indians, refugees, and international students. A new chapter discusses gender issues, a modern consideration of ethics, cultural empathy, behavioral approaches, and the future of cultural counseling.

Gender Analysis in Agricultural Research, Dorien van Herpen and Jacqueline Ashby, Editors, Centro Internacional de Agricultura Tropical, 1991, 104 pages, English (ICE number WD102)

Report of a two-day workshop, held in June 1991, at the headquarters of the Centro Internacional de Agricultura Tropical (CIAT), in Palmira, Colombia, to promote the need for gender analysis in CIAT's research and training program. Includes papers on the role of women in Latin American agriculture, and exercises and discussions that took place at CIAT.

Gender and Development: The CEDPA Training Manual Series, Vol III, The Centre for Development and Population Activities, 1996, 92 pages, English (ICE number WD133)

Manual for gender training workshops, designed to increase sensitivity to gender issues and formulate strategies for incorporating gender considerations into the development process. Each of nine sessions provides an overview, step-by-step process, and series of related handouts.

Gender in Water Resources Management, Water Supply and Sanitation: Roles and Realities Revisited, Christine van Wijk Sijbesma, International Water and Sanitation Center, 1998, 200 pages, English (ICE number WD134)

Investigates how gender is present in the newly emerging principles on the sustainable management of water resources. Reviews how these gender-specified principles are currently applied in the water supply, sanitation, and hygiene sector. A gender approach in sanitation recognizes and responds to male-female differences in demand, work and opportunities in different divisions. It helps reduce the sanitation imbalance and offers new chances for men and women to jointly manage their own environment, and program planning.

Gender Relations Analysis: A Guide for Trainers, A. Rani Parker, et al., Save the Children, 1995, 142 pages, English (ICE number WD138)

A manual for systematic gender training. Emphasizes the link between gender and sustainable development, the role of access and power relations, and the need to extend gender considerations beyond the "project" context. The manual is divided into three sections: the first focuses on key concepts, the second on training sessions, and the third on training practice. Includes daily session plans and handouts.

Ideias e Dinamicas Para Trabalhar Com Genero, Ana Paula Portella, 1999, 256 pages, Spanish (ICE number HE359)

Focuses on reproductive health and gender and development. Gives attention to promoting and facilitating women's citizenship and how to use various educational interventions to improve the lives of low income women and also adolescents. Guides women toward understanding the inequality between men and women as a social and political debate. Also describes the fundamental theories and policies of the feminist approach to education and health. Includes 50 exercises and illustrative materials that can be reproduced and used in educational demonstrations.

P&T Booklet 2: How to Design or Revise a Project

Methods for Development Work and Research: A Guide for Practitioners, Britha Mikkelsen, Sage Publications, 1995, 269 pages, English (ICE number TR074)

Describes and analyzes different development research models, devoting special attention to the participatory approach, but also considering conventional and quantitative research methods that can complement this approach. Discusses the development issues that are being researched, with a separate chapter on poverty and gender analysis. Offers detailed information that can be useful in training field workers to do research.

Myth of Community, The: Gender Issues in Participatory Development, Irene Guijt and Meera Kaul Shah, Editors, IT Publications, 1998, 320 pages, English (ICE number WD131)

Explores the overlaps, linkages, contradictions, and synergies between gender and participation. Contributors discuss the crucial role played by conceptual clarity, appropriate methods and methodologies, and supportive organizations and institutional structures. They provide many insights into how women can be involved more equitably and appropriately in participatory processes, and how gender issues can be tackled more meaningfully.

Oxfam Gender Training Manual, The, Suzanne Williams, Janet Seed, and Adelina Mwau, Oxfam, English (ICE number WD139)

PACA: Participatory Analysis for Community Action, Peace Corps, 1996, 350 pages, English (ICE number M0053)

Explains and provides examples of participatory analysis tools. These tools are useful in community settings to include participation and input from the various components of the community (for example, men and women, adults and young adults, teachers and students, etc.).

Power, Process and Participation: Tools for Change, Rachel Slocum and Lori Wichhart, Editors, IT Publications, Ltd., 1995, 251 pages, English (ICE number WD123)

Intended to provide participatory tools which will give voice to those excluded from decision-making processes and control of critical resources. Includes ways of encouraging the less powerful to translate their experiences and interests into action to transform unjust regions. Discusses power relationships within a community and between local institutions and outsiders. Pays particular attention to gender issues, as well as how class, ethnicity, race, caste, religion, age, and status may lead to the politics of exclusion.

Promoting Powerful People, Peace Corps, 2000, 288 pages, English (ICE number T0104)

Promotes a three-step process for helping people help themselves: listen and observe, discuss and decide, try something. Focuses on skills Volunteers need to learn to communicate effectively with community members. Sample content is nutrition, but the manual includes ideas for adapting sessions to other technical areas. Sessions are cross-referenced to *PACA: Participatory Analysis for Community Action* (M0053) and *Culture Matters: Trainer's Guides* (T0103). Sessions also incorporate gender and development, community content-based instruction, and strength-based approaches to development. Suitable for Pre-Service Training and adaptable to any country.

Tools for the Field: Methodologies Handbook for Gender Analysis in Agriculture, Hilary Sims Feldstein and Janice Jiggins, Editors, Kumarian Press, 1994, 270 pages, English (ICE number WD114)

A collection of field examples of gender-related research focusing on agricultural projects. Provides concrete examples of important ways gender considerations can be taken into account in project design, implementation, and evaluation.

Working Together: Succeeding in a Multicultural Organization, George Simons, Crisp Learning, 2000, 85 pages, English (ICE number TR126)

An easy-to-use reference guide to creating a positive, productive work environment in a diverse workforce. Helps to understand and respect people of other cultures and become understood and respected by them. Teaches how you think positively about yourself and others, how to speak and listen effectively to people with different backgrounds, and how to pay attention to the nonverbal language of "where, when, and how" you do things. Includes realistic case studies and interactive worksheets that sensitize to gender and cultural differences and enhance communication throughout your organization.

2. Resources on Project Planning

Peace Corps: *Project Design and Management Workshop Training Manual*. (ICE number T0107)

3. Web-Based Resources

Many excellent resources are available through the Websites of other international organizations. This includes background information on development efforts in countries as well as tools and strategies for project planning and assessment. Useful sites include those for UNICEF (www.unicef.org), UNDP (www.undp.org), and USAID (www.usaid.gov).

Appendix G: ***Use of Focus Groups and Steering Committees***

The following is a brief, step-by-step description of how to organize focus groups and steering committees to review and revise project plans. There is no single correct approach for revising projects. Rather, the purpose of this document is to present a detailed example of how some posts have conducted participatory reviews. Over the last few years, this approach has been used successfully with several projects.

STEPS

A. Focus Group Preparation

1. After reading through all the steps, determine the resources needed to implement such an approach. If financial resources are needed (such as a per diem for participants) include a request in the IPBS.
2. Gather information on how the project is going and ideas on revisions (such as challenges encountered, successes that could be expanded, new directions that could be taken) from as many stakeholders as possible. This can include Volunteers (during COS, site visits, ISTs), Counterparts, ministry and partner organization staff, etc. This can also be an iterative process.
3. Based on this information, develop a DRAFT project framework just to have something concrete to work with. It is incredibly difficult to write objectives by committee, but if you have prepared a draft set of ideas people can react to, it will help everyone focus on key issues. If possible, it is useful to keep this to one page.
4. Translate the draft project framework into the appropriate language (as needed).
5. Determine the participants for the focus group activity where you will invite a representative group of project stakeholders together for a day and a half to revise the draft framework. This is a critical step. Make sure you select the 'right' people—people that can work constructively in groups.
6. In determining the participants, try to identify a small (no more than 20) but good representation of project stakeholders. A good rule of thumb is to include: a) four Volunteers (two first year and two second year); b) some supervisors; c) some Counterparts; d) some district or regional level staff, as applicable; e) some national level representation, and f) the technical trainer. Try to make sure that the group is also as representative as possible in terms of geographical location, ethnic groups, etc.
7. Prepare invitations. In some cases, it may be good to have the letter of invitation come from the appropriate ministry and/or to have the ministry approve the names of participants.
8. An official invitation should be sent to participants in advance, including the translated draft project framework and—if needed—basic background information on the Peace Corps. This should also include a copy of the agenda, details on location, time, and any other logistics such as hotel and per diem.

B. Focus Group Implementation

1. The focus group will last about a day and a half. Begin by having a very short opening. It may be helpful to have the country director speak briefly, but probably not the ambassador, since this is a working group, not an occasion requiring ceremony. It may be useful to have an outside facilitator to help ensure that participants can be open. This could be a sub-



regional programming and training coordinator (SRPTC), another APCD, staff from another post, a consultant, or an individual from another organization.

2. Following a brief opening, the facilitator should give a brief overview of the Peace Corps. It is helpful to include: a) the Peace Corps' three goals (reinforcing that the Peace Corps is not a donor organization and that it has cross cultural as well as development goals); b) the 'three spheres' diagram (reinforcing that we work at the grass-roots levels; c) the notion that our resources are Volunteers, not money (this should include a description of typical Volunteer profiles—that Peace Corps can not provide 20 doctors, etc.). It may also be helpful to mention that Volunteers do secondary projects.
3. The APCD should describe the current project.
4. The facilitator should explain the project framework. Stress that they do not need to adopt the system themselves, just understand it. Also stress that the plan is a working document. There may be questions on the numbers in the change portion of objectives. If so, HIV/AIDS education or anti-smoking campaigns are good examples (such as only five percent of those who receive messages may stop smoking, etc.).
5. Divide the group into the number of project goals. Each group should review and rewrite their goal and the objectives for that goal. After this, they should write five tasks (for the activities part of the objectives) and two indicators (for the desired change part of the objectives) for each objective. Try to have roughly the same number of people in each group. Try to have participants work with the most appropriate goal area for them—participants will usually select this themselves. Normally people work extremely hard in this exercise, find it energizing and enjoyable, and finish in one day. The APCD and facilitator can float during this session.
6. The next step (usually the next morning) is to pull the groups back together to present their work for review and critique by the large group. The draft framework can be modified accordingly.
7. Write out an action plan of next steps, including who will take them, and when.
8. Decide who will be on the steering committee. The steering committee acts as a project advisory committee, meeting periodically (such as every three to six months or annually) to provide collaborative project review. Some posts have found that the ideal size is seven to ten people, including the technical trainer and a representative group of project stakeholders. This can be a select group of individuals from the focus group who commit to participating in the periodic steering committee meetings.

C. Additional Notes

- Some posts have used appreciative inquiry or a strengths-based approach to questioning as a methodology for conducting the focus group (such as asking participants what is working well, how it could be strengthened, etc.).
- Some posts have had a steering committee meet for three days to write a new project framework. They have found that this is helpful if there is a new project or if the project is to take a radically new direction.
- If there is time, the action planning session can include a discussion of possible sites.
- In writing objectives it is often necessary to write down assumptions, such as AAs, sites, and the estimated number of Volunteers for the next several years.

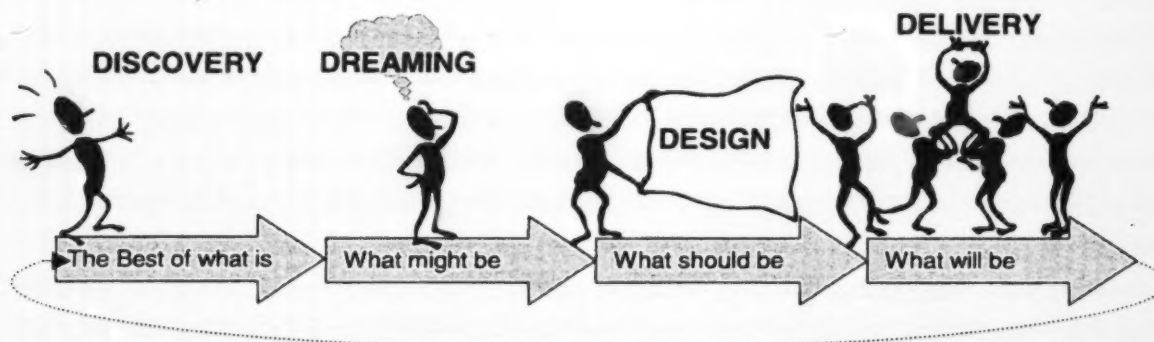
P&T Booklet 2: How to Design or Revise a Project

- In one post, the draft framework was presented in an IST before the focus group was brought together, and the group selected the Volunteers to take part in the focus group.

Appreciation goes to PC/Cameroon Country Director Jim Dobson for developing this approach and to SRPTCs Brownie Lee and Howard Opper for sharing this promising practice.

Appendix H: Appreciative Inquiry

There are four phases in the appreciative inquiry method:



To use this method, work with a group of stakeholders and have them discuss each of these phases using participatory exercises. This process may take several meetings. If this is not feasible, these questions can be used to guide the interviews and information gathered from project stakeholders.

The following example illustrates appreciative inquiry questions used in revising the Peace Corps/Kenya Education project:

Kenya Appreciative Inquiry Questions

Discovery Phase: An inventory of successes and best practices that reflect our passions and our personal strengths, both individual strengths and group strengths.

Questions for Volunteers and their Community Partners:

Individual stories

- Describe an activity/collaboration/partnership of which you are particularly proud and which made an impact.
- Describe a project-related activity that exemplifies a personal success of the Education project (A time when you were particularly successful in working with students, teachers, resources, and communities).
- Tell about a time when you knew you had made a difference or a contribution.
- Describe your finest example of work with students/teachers/resource development/community.

Continued

BEST COPY AVAILABLE

Group stories

- Think about your school and the work you do there. What makes you most proud of the school and the work in the school?
- What makes your school a good school to you?
- What are the top strengths of your school?

Questions for ministry officials or other officials:

- Describe recent important accomplishments within the Kenyan education system.
- Give examples of the education system or schools that operate at its best.
- Which schools do you consider to be the most successful/famous in Kenya? What makes it a success to you?
- Where in the education system can Volunteers make a real contribution/impact?
- What strengths, assets, best practices can be built upon in the future?
- What is something you've seen at a school that you shared or wanted to share with other schools? Why would it be important to share this information? Why would you want the other schools to have this information?
- Describe a successful school. What makes it a success to you?
- Tell a story about a time you visited a school and realized it was an excellent school.
- Describe a time when you saw a Volunteer make an impact. What made it significant?

To ask all groups:

- What characteristics/situations/contributions made these successes possible?
- What kinds of changes make you optimistic about the future?

Dream Phase: What might be, envisioning the impact

Imagine that the Kenyan education system is the finest it can be and the students are receiving the finest education possible.

- Who is taking a role?
- What are they doing?
- How are they doing it?
- When you think about opportunities in schools (computers, deaf education), how do you see this affecting education? (This question is asked with any other specific theme/area/topic that has come out of past discussions.)
- What positive contribution has the Peace Corps made that can be built upon in the future? How can the Peace Corps work with Kenyans to build upon/expand the successes they have had in the past?

Continued

- What positive contribution has the Peace Corps made in communities that can be built upon in the future?
- How could Volunteers be involved in these activities?
- What role could Volunteers play in helping to make dreams a reality?

Design Phase: What should be the ideal (outline for a revised project plan)

- What should be the purpose of our collaborative efforts?
- What will we as a group need to do in order to accomplish this?
- What actions can each of us take individually (at our individual sites) to make this a reality?
- How will we know we are succeeding?

Delivery Phase: How to empower, learn, adjust and sustain the project

- Implement the new project plan

For further information on how to use a strength-based approach, please read *The Thin Book of Appreciative Inquiry* by Sue Annis Hammond (ICE number TR110). Another book that describes the assets approach is *Building Communities From the Inside Out* by Jody Kretzmann (ICE number CD051).

Appendix I: *Additional Sample Project Frameworks*

EDUCATION PROJECT

Purpose: Teachers, students, and community members will address educational needs through formal and non-formal participatory educational opportunities and implement sustainable school and community-based programs.

Goal 1: Students at secondary schools will develop an understanding of their own culture, civic roles, and the world outside of their country through the use of the English language.

Objective 1.1: By 2006, Volunteers and Counterpart teachers will have taught 15,000 students using quality English language classroom instruction and other educational opportunities so that 75 percent of the students will demonstrate an improvement in English reading, writing, listening, and speaking ability.

Objective 1.2: By 2006, Volunteers and Counterpart teachers will mentor 15,000 students so that they develop the decision-making, problem-solving, and critical thinking skills needed to examine local, national, and international issues.

Goal 2: Secondary school teachers will improve English communication and teaching skills through team-teaching and teacher-to-teacher exchanges.

Objective 2.1: By the end of 2006, Volunteers and their Counterparts will team teach and participate in teacher-to-teacher exchanges so that 50 percent of the Counterpart teachers will improve their English language communication and teaching skills.

Objective 2.2: By the end of 2006, Volunteers and their Counterparts will provide workshops, seminars, and conferences for 1,500 teachers and other faculty members so that 20 percent of the attending faculty will demonstrate new communicative teaching skills.

Goal 3: Secondary school English teachers will enhance existing English language curriculum by accessing, developing, and incorporating supplementary English language teaching materials and by piloting new textbooks and new national test formats.

Objective 3.1: By the end of 2006, Volunteers, Counterparts, Parent-Teacher Associations, and local businesses will work with the ministry of education to access and develop innovative and gender sensitive English language resources so that 40 percent of the schools will integrate these materials into existing English language curricula.

Objective 3.2: By the end of 2004, Volunteers and Counterparts, along with the Ministry of Education and the Teachers Association will pilot new communicative English language textbooks and tests so that at least 30 percent of English teachers will incorporate these into their curricula.

Goal 4: Schools and communities will develop stronger linkages through sustainable, non-formal, gender-sensitive educational, social, and culturally appropriate youth development programs.

Objective 4.1: By 2006, Volunteers and Counterpart teachers will establish youth development programs in 80 schools so that 2,500 students will gain experience in designing and implementing projects that expand their educational prospects.

Objective 4.2: By the end of 2004, Volunteers and teacher Counterparts will provide English language lessons focused on building professional skills in the evenings and during the summer to 1,000 mothers, fathers, and other community members so that 500 of these adult

students demonstrate increased knowledge of English language as well as improved professional skills.

MUNICIPAL DEVELOPMENT PROJECT

Purpose: The purpose of the Municipal Development Project is to improve the delivery of public services provided by marginal secondary and tertiary municipal governments, in order to enhance the standard of living of their constituents.

Goal 1: Citizens of marginal secondary and tertiary municipalities will increase their participation and representation in local government.

Objective 1.1: By September 2006, Volunteers and community partners will create and/or strengthen municipal development councils in 30 municipalities. This will result in the training of 30 municipal development councils in organization, project design and implementation, and strategic planning.

Objective 1.2: By September 2006, Volunteers and community partners will create and/or strengthen 90 locally elected neighborhood/community councils in 30 municipalities. This will result in the training of 90 locally elected neighborhood/community councils in community organization, motivation, leadership, and strategic planning.

Objective 1.3: By September 2006, Volunteers and community partners will implement 90 small projects with locally elected neighborhood/community councils. This will result in 90 local elected neighborhood/community councils trained and experienced in project design and implementation.

Objective 1.4: By September 2006, Volunteers and community partners will create and/or strengthen municipal and community emergency committees in 30 municipalities. This will result in the creation of 30 *Municipal Emergency Action and Mitigation Plans* and 90 *Local Emergency Action and Mitigation Plans*.

Goal 2: Marginal secondary and tertiary municipal governments will strengthen their capacity to deliver and improve public services by efficiently utilizing available human resources.

Objective 2.1: By September 2006, Volunteers and municipal government partners will have restructured administration, managerial, and operational systems in 30 municipalities. This will result in the improved capacity of 30 municipal governments to collect taxes, manage their cadastre system, provide municipal services, and improve local infrastructure.

Objective 2.2: By September 2006, Volunteers and municipal partners will have trained municipal personnel in better information technology (IT) practices in 30 municipalities. This will result in the development of an IT plan in each of 30 municipalities.

SMALL ENTERPRISE DEVELOPMENT PROJECT

Purpose: Individuals and organizations will take ownership of and responsibility for their business environment to improve their standard of living and create employment opportunities.

Goal 1: Entrepreneurs and associations will improve their organizational and business management capabilities.

Objective 1.1: By January 2008, Volunteers and community partners will have developed 360 business plans, so that 30 new businesses will be started or expanded and 150 businesses will integrate business planning into their activities.

Objective 1.2: By January 2008, Volunteers and community partners will have tailored record keeping systems for 720 entrepreneurs and 360 associations/groups, so that 100 entrepreneurs and 75 associations/groups will have adapted record keeping systems appropriate to their business environment.

Objective 1.3: By January 2008, Volunteers and community partners will have trained 360 entrepreneurs and 180 groups/associations in marketing, so that 20 entrepreneurs and 10 groups/associations will incorporate the "4Ps" of marketing into their business approach.

Goal 2: Entrepreneurs and associations will develop sustainable linkages to relevant market and human resources, and informational and financial services.

Objective 2.1: By January 2008, Volunteers and community partners will establish linkages between local financial service providers and 720 entrepreneurs and 360 groups/associations, so that 150 entrepreneurs and 75 associations will open savings accounts at these institutions.

Objective 2.2: By January 2008, Volunteers and community partners will put 720 entrepreneurs and 360 groups/associations in contact with government agencies, NGOs, or larger associations/federations and their related programs. These new linkages will give 150 entrepreneurs and 75 business associations access to training, consulting services, financial resources, and potential business contacts to reinforce and expand their commercial activities.

Objective 2.3: By January 2008, Volunteers and community partners will establish market linkages between 90 groups/associations and entrepreneurs, so that six associations/groups or entrepreneurs expand their businesses and the distribution of their products.

Objective 2.4: By January 2008, Volunteers and community partners will facilitate the creation of 180 savings clubs, so that at least nine will become formalized GECs (Groupement Epargne et de Credit).

WATER AND SANITATION PROJECT

Purpose: To contribute to reducing the incidence of water related diseases by improving the rural populations' knowledge of the link between good health and proper hygiene and sanitation practices, by increasing the populations' access to and use of water supply and sanitation facilities and by improving the maintenance of these facilities.

Goal 1: Community members will increase their knowledge of the link between good health and proper hygiene and sanitation practices and their use of proper hygiene and sanitation practices.

Objective 1.1: By January 2006, Volunteers and community partners will teach 11,520 community members about the links between good health and proper hygiene and sanitation practices (for example, fecal-oral cycle, malaria infection, Guinea worm transmission, etc.). Of those community members taught: 80 percent will increase their knowledge of water and sanitation issues and the link between good health and proper hygiene and sanitation practices (for example, fecal-oral cycle, malaria infection, Guinea worm transmission, etc.), and 20 percent will increase their practice proper hygiene and sanitation routines (for example, washing hands, using clean water, GW filters, latrines, etc.).

Objective 1.2: By January 2006, Volunteers and community partners will teach 480 artists at least three methods of conducting hygiene and sanitation education lessons (for example, discussions, games, songs, etc.), so that of those artists taught, 20 percent will conduct 30 to 40 community presentations on a bi-annual basis.

Objective 1.3: By January 2006, Volunteers and community partners will train 100 community health workers (CHWs) in ways to conduct hygiene and sanitation education lessons (such as discussions, games, and songs) so that of those CHWs trained, 20 percent will incorporate hygiene and sanitation education lessons into four community sessions and 50 house visits on a quarterly basis.

Goal 2: School students will increase their knowledge of the link between good health and proper hygiene and sanitation practices and their use of proper hygiene and sanitation practices.

Objective 2.1: By 2006, Volunteers will teach 240 classes of elementary or secondary students hygiene and sanitation education lessons (such as fecal-oral cycle, malaria infection, and Guinea worm transmission). Of those students taught: 80 percent will increase their knowledge of water and sanitation issues and the link between good health and proper hygiene and sanitation and 20 percent will increase their practice of proper hygiene and sanitation routines (such as washing hands, using clean water, Guinea worm filters, and latrines).

Objective 2.2: By 2006, Volunteers and community partners will assist 240 teachers to develop appropriate hygiene education methodologies and materials (such as discussions, games, songs, quizzes, experiments, and posters), so that of those teachers assisted, 20 percent will include hygiene education methodologies/materials in lesson plans on a quarterly basis.

Goal 3: Communities will increase their access to and use of clean water supplies and appropriate sanitation facilities.

Objective 3.1: By 2006, Volunteers and community partners will train 960 local masons, artisans, and/or community members in methods to improve existing or construct new water supplies. Of those trained, 20 percent will improve existing or construct new wells, water jars, rain water cisterns, and marigots improvements.

Objective 3.2: By 2006, Volunteers and community partners will train 960 local masons, artisans and community members in methods to construct appropriate sanitation facilities. Of those trained, 20 percent will construct latrines, soak-away pits, waste disposal areas, medical waste incinerators, san-plats slabs, and animal parks.

Goal 4: Communities will maintain water supplies and sanitation facilities.

Objective 4.1: By January 2006, Volunteers and community partners will train and work with 960 village water committees (VWC) to improve their organizational and financial management practices. Of those VWCs trained, 20 percent will collect, record and use funds for the maintenance and repair of water supplies.

Objective 4.2: By January 2006, Volunteers and community partners will train students and teachers at 480 schools in latrine maintenance, of those students and teachers trained, 20 percent will maintain school latrines.

Objective 4.3: By January 2006, Volunteers and community partners will train 100 CHWs in latrine maintenance, of those CHWs trained, 20 percent will convey latrine maintenance information in four community meetings and 50 house visits per quarter.

AGRICULTURE PROJECT

Purpose: Members of rural communities will reduce environmental degradation through the knowledge and application of improved energy conservation and agro-forestry practices.

Goal 1: Community groups will encourage the adoption of agro-forestry practices and efficient energy use practices to improve rural resource management.

Objective 1.1: By the end of 2008, Volunteers and ministry counterparts will train 800 women in 60 community groups in four agro-forestry techniques so that 400 of those women will adopt and continue to use at least one appropriate agro-forestry technique.

Objective 2.2: By the end of 2008, Volunteers and ministry counterparts will train 90 men and 90 women farmers in the use of energy conservation techniques so that 30 farmers will adopt and use one energy conservation device.

Goal 2: Farmer leaders will provide technical support to other community members on agro-forestry and energy conservation techniques.

Objective 2.1: By the end of 2004, Volunteers and ministry Counterparts will identify, train, and mentor 30 farmer leaders so that 20 of those farmer leaders will provide one-on-one advice on agro-forestry and energy conservation to farmers in their communities.

Objective 2.2: By the end of 2008, Volunteers and farmer leaders will have provided trainings in 20 communities so that 30 percent of training participants are able to apply appropriate conservation techniques.

Goal 3: Primary and secondary students will learn about the environment in and out of school, helping to contribute to the improvement of their local environment.

Objective 3.1: By the end of 2008, Volunteers and 30 teachers will design environmental education lessons so that 15 schools will have integrated environmental concepts into some of their standard science curricula.

Objective 3.2: By the end of 2008, Volunteers and farmer leaders will design, and implement 60 environmental activities in their communities so that 500 boys and girls will apply environmental knowledge to their local environment.

Acronyms

AA	Assignment Area
AF	Africa Region
AID	Agency for International Development
ALO	Administrative Liaison Officer
AO	Administrative Officer
AOT	Administrative Officers Training
APCD	Associate Peace Corps Director
APCMO	Area Peace Corps Medical Officer
AWOL	Absence Without Leave
BIT	Budget Implementation Team
CAO	Chief Administrative Officer
CBT	Community-Based Training or Computer-Based Training
CCBI	Community Content Based Instruction
CD	Country Director Or Community Development
CDA	Country Desk Assistant
CDO	Country Desk Officer
CDU	Country Desk Unit
CHOPS	Chief of Operations
COLA	Cost of Living Adjustment
COS	Close (or Continuation) of Service
COTR	Contracting Officer's Technical Representative
DOS	Department of State or Description of Service
EEO	Equal Employment Opportunity
EMA	Europe, the Mediterranean, and Asia
ET	Early Termination
FAD	Field Assistance Division
FSN	Foreign Service National
FTE	Full Time Employee
GAO	General Accounting Office
GO_	Government Of _____
GPO	Government Printing Office
GSO	General Service Office
GTR	Government Travel Rates
HCA	Host Country Agency
HCN	Host Country National
HOR	Home of Record
HQ	Headquarters
HRM	Human Resource Management
IAP	Inter-America and the Pacific Region
ICE	Information Collection and Exchange
IFO	International Financial Operation
IG	Inspector General



P&T Booklet 2: How to Design or Revise a Project

IP	Individual Placement
IPBS	Integrated Planning and Budget System
IRM	Information Resources Management
IST	In Service Training
KAR	Key Agency Resources
LCP	Local Compensation Plan
LQA	Living Quarters Allowance
LWOP	Leave Without Pay
M&IE	Meals and Incidental Expenses
MED	Medical Separation
SEP	
MOA/U	Memorandum of Agreement/Understanding
MOU	Memorandum of Understanding
MS	Manual Section or Medical Services
MSI	Meritorious Step Increase
NGO	Non-Governmental Organization
OF-XXX	Optional Form number XXX (as in OF-206)
OJT	On the Job Training
OMB	Office of Management and Budget
OPM	Office of Personnel Management
OPMAN	Operations Manual
OSD	Overseas Staff Development
OST	Overseas Staff Training
P&T	Programming and Training
PASA	Participating Agency Support Agreement
PDM	Project Design and Management
PBR	Periodic Budget Review
PC/W	Peace Corps Washington
PCMO	Peace Corps Medical Officer
PCMS	Peace Corps Manual Section
PCT	Peace Corps Trainee
PCV	Peace Corps Volunteer
PCVC	Peace Corps Volunteer Coordinator
PDO	Pre-Departure Orientation
PLU	Program Learning Unit
PO	Personnel Officer or Programming Officer
PO	Purchase Order
POV	Privately Owned Vehicle
PPA	Planning And Policy Analysis
PR	Procurement Request
PSC	Personal Services Contractor
PSD	Program Support and Development
PSR	Project Status Report
PST	Pre-Service Training
PTA	Programming and Training Advisor

P&T Booklet 2: How to Design or Revise a Project

PTLO	Programming and Training Liaison Officer
PTO	Programming and Training Officer
PTQ	Pre-Training Questionnaire
PVO	Private Volunteer Organization
QBR	Quarterly Budget Review
QTRS	Quarterly Trainee Request System
RA	Readjustment Allowance
RAU	Regional Assistance Unit
RD	Regional Director
RDD	Resource Development Division
RFP	Request For Proposal
RPCV	Returned Peace Corps Volunteer
RPSO	Regional Procurement Supplies Office
RSO	Regional Security Officer
SAV	Special Assignment Volunteer
SBD	Small Business Development
SCD	Service Computation Date
SED	Small Enterprise Development
SF-XXX	Standard Form Number XXX (as in SF-171)
SOW	Statement of Work
SPA	Small Project Assistance
SRPTC	Sub-Regional Programming & Training Coordinator
SSN	Social Security Number
STAU	Short Term Assistance Unit
TA	Task Analysis, Technical Assistance, or Travel Authorization
TCC	Temporary Continuation of Coverage
TCN	Third Country National
TCT	Third Country Training
TDY	Temporary Duty
TI	Trainee Input
TO	Training Officer or Travel Orders
TOT	Training of Trainers
TR	Trainee Requests
TSDU	Training and Staff Development Unit
TSP	Thrift Savings Plan
TSR	Training Status Report
UFR	Unfunded Request
USC	United States Code
UTR	Unfunded Trainee Request
USDO	U.S. Disbursing Office(r)
VAD	Volunteer Assignment Description
VRS	Volunteer Recruitment and Selection
VS	Volunteer Support
WID	Women in Development
WHO	World Health Organization



Glossary

Assignment Area (AA)	Description of the training, qualifications, and experience required for a specific Volunteer assignment. Also indicates a generic job title and code number for a Volunteer assignment.
Baseline Data	Data that describe the situation to be addressed by a project and serve as the starting point for measuring the performance of that project.
Benchmarks:	Activities or decision points that are critical to the achievement of objectives. Benchmarks should have time frames to help track progress towards meeting objectives.
Close of Service Conference	A planned event that marks the end of a Volunteer's service. Activities are planned to assist Volunteers in making the transition back to the United States and to receive Volunteer feedback on their assignments.
Community Members	The individuals who are the ultimate target of a project intervention and for whom the project is working to improve upon a basic life condition, i.e., food, shelter, health, employment, education, income - quality of life indicators, etc.
Community Partners	The individuals with whom Volunteers work in community settings, sometimes referred to as counterparts or service providers.
Competency	A particular skill, knowledge, attitude, or behavior required to perform a given task
Country Agreement	A legally binding document developed by the Peace Corps and the overseeing host-country governmental body responsible for overseeing Peace Corps activities. This document specifies Peace Corps program goals and activities.
Description of Work	Document that defines the goals of training and provides the following: general guidelines for trainer responsibilities, expected trainee competencies, number of instruction hours, course content, host-country officials to be used as resources for training, and country-specific requirements particular to the training.
Development Cooperation Agencies	Organizations involved in development efforts in the host country. These include large NGOs (CARE), bilateral organizations (USAID from the U.S. or DANIDA from Denmark), or multilateral organizations (UNICEF). These may or may not be stakeholders who have some involvement in a Peace Corps project. However, it is helpful to be aware of the activities of these agencies to better understand the development context in the host country and the most appropriate role for the Peace Corps.
Evaluation	Part of assessment, done at a particular point in time, such as in the middle or at the end of a project. It usually answers the questions: Did we do what we said we were going to do? and What are the results of our efforts?
Focus group	Data collection technique where a group of selected participants are guided in a discussion on a specific topic.



P&T Booklet 2: How to Design or Revise a Project

Host-country Agency Partners	Host-country government ministries and/or local non-governmental agencies (NGOs) that are co-designing, implementing, and assessing a project with Peace Corps. There may be one or more agency partners involved in a project in some role.
Indicator	A marker or characteristic that represents the achievement of an objective. Indicators need to be relevant to the situation, specific, measurable, and feasible.
In-Service Training	Training activities that take place in the Volunteer's assigned country during the period of service and meet a Volunteer's ongoing training needs: technical, linguistic, cross-cultural, health, and personal safety.
Integrated Planning and Budget System (IPBS)	An annual process that describes a Peace Corps post's program strategies and goals, including proposed new projects, a description of the year's programming and training events, and budget for the country program.
Interview	A data gathering technique in which a set of questions (structured or unstructured) are asked of an individual or a group of individuals.
Learning Objective	Learning Objectives describe what the trainee will be able to do as a result of training. Most learning objectives are made up of three parts: 1. Performance, the measurable or observable knowledge, attitude, skill or behavior the trainee learns, 2. The condition under which the learned knowledge, attitude, skill or behavior is observed, and 3. The standard of performance, or how well the trainee demonstrates the new knowledge, attitude, skill or behavior.
Memo of Understanding	When referring to programming, an MOU is a document that defines the terms of agreement between Peace Corps and a host-country agency regarding a collaborative project. The MOU, also called "Project Agreement", contains or refers to the project plan and defines the responsibilities of the Volunteers, Peace Corps staff, and the HCA.
Monitoring	Part of an ongoing assessment that answers the question: How are we doing? It provides information on the day-to-day functioning of the project.
Observation	A systematic data collection technique for watching people or events and recording what is seen.
Outcomes	The changes in project participants resulting from project activities. Outcomes may relate to changes in knowledge, skills, attitudes, values, behavior, conditions, or status.
Participatory Evaluation	Participatory evaluation involves project stakeholders in the different phases of an evaluation effort including planning and design, collecting and analyzing the data, and disseminating and using the results.
Program	Refers to all Volunteer activities within one country. For example, the entire Peace Corps operation in Ecuador is referred to as the Peace Corps program in Ecuador.

Project	All Volunteer activities related to a common purpose. The purpose is achieved by implementing a set of goals and objectives. For example, under the Health sector in Mali, there are two projects—one Water/Sanitation Project and one Maternal and Child Health project.
Project Agreement	A document which, although not legally binding, serves as a contract between the Peace Corps and host-country agency, clearly defining the purpose, goals, objectives and details of a project, as well as the responsibilities of each party. Also known as an Memo of Understanding (MOU) in some countries.
Project Agreement	The written agreement between the Peace Corps and a host-country agency that serves as a working document, defining why and how they will proceed with a project strategy and Volunteer assignments. It is compatible with Peace Corps programming criteria and host-country needs. The project plan is often incorporated into a project agreement or MOU that is jointly signed.
Project Criteria	Peace Corps priorities reflecting philosophy, needs, and resource availability that should be incorporated into each project. While each criterion need not be met in every project, each must be addressed.
Project Goal	A project goal statement should answer the question: What condition needs to occur to achieve the project's purpose?
Project Objective	Project objectives describe what activities will take place and the desired change that will occur because of those activities. Project objectives answer two questions: What major activities will Volunteers and their community partners do? and What knowledge, skills, attitudes, or behaviors, are expected to change because of these activities? Project objectives should be measurable and time bound.
Project Participants	All of those involved, in one way or another, in the promotion, design, organization, implementation, evaluation and/or documentation of a project, to include community members, host-country agency partners, community partners, coworkers, and supervisors.
Project Plan	The written agreement between the Peace Corps and a host-country agency that serves as a working document, defining why and how they will proceed with a project strategy and Volunteer assignments. It is compatible with Peace Corps programming criteria, host-country priorities and community needs and resources, and consists of project background, project description including the project framework (project purpose, goals and objectives), monitoring and evaluation plan, and project management. The project plan is often incorporated into a project agreement or memo of understanding that is jointly signed.
Project Purpose	A project purpose statement that answers the question: What is the broad desired improvement in people's lives that will result from this project? The statement should be brief and visionary and explain why the project is being implemented.
Qualitative data	Pieces of information in the form of words, usually quotes and a description that answers questions about "why" and "how."
Quantitative data	Pieces of information in the form of numbers that answers questions about "what" and "how many."

P&T Booklet 2: How to Design or Revise a Project

Quarterly Trainee Request System	A process by which posts, four times a year, project the numbers and types of Volunteers needed for the country projects.
Questionnaire	A written document consisting of questions that individuals are asked to complete, either by themselves or with the data collector.
Sector	Refers to all activities related within one content area. Peace Corps activities are usually classified according to the following sectors: Agriculture, Business Development, Education, Environment, Health, and Youth Development.
Stakeholder	Individuals or groups of individuals who either affect or are effected by a project. In a Peace Corps project, this typically includes Volunteers, community partners, community members, supervisors, host-country agency partners, programming and other post staff, and Peace Corps headquarters staff.
Statement of Work (SOW)	Part of the contractual document that outlines the responsibilities of a person performing a Personal Services Contract (PSC) or an organization performing under a non-Personal Services Contract. The SOW is included in the Request for Proposal (RFP) provided to contractors who wish to bid for a training program or other Peace Corps contract.
Supervisor	A person within a government agency or non-governmental organization (NGO) in charge of a particular department or unit to which Volunteers are assigned.
Task Analysis	An examination of project objectives to determine the discrete activities that a Volunteer must be trained to perform in order to accomplish the objective.
Task, Project	Activities that Volunteers perform to meet the project's goals and objectives.
Training Goal	A training goal describes the broad desired results of a training event.
Training of Trainers (TOT)	A program to prepare training staff for their duties. The TOT is attended by the Training Manager, coordinators, language instructors and other instructors, and support staff as determined by the Training Manager.
Volunteer Assignment	A set of responsibilities to be undertaken by one or more Volunteers working on a project. For example, the Health project in Ecuador has two Volunteer assignments: 1) an assignment which includes activities requiring the skill of a person with a degree in health, and 2) an assignment which includes activities requiring the skills of a person who has a background and an expressed interest in community extension work in health.
Volunteer Assignment Description (VAD)	The document outlining the responsibilities, activities, work objectives, cross-cultural expectations, living conditions, entry skills, and other competencies required for a given Peace Corps Volunteer assignment. It is used by placement officers to select and place future Volunteers, and to inform those invited to become Volunteers about the assignment they are being offered.

Index

- Capacity Building Levels, 26
- Counterparts, ii, 5, 13, 36, 42, 48, 49, 50, 68, 107, 115, 119
- Gender analysis, 17
- Goal statements, 29
- Indicators, 126
- M&E, 1, 20, 57, 60, 79, 81, 83, 85, 87
- Needs assessment, 3, 6, 21, 32, 41, 71, 89, 90
- Objectives, 29, 30, 33, 35, 74, 75, 93, 126
- Problem Solving Approach, 8
- Project framework, 1, 19, 20, 24, 25, 27, 30, 34, 35, 36, 37, 38, 39, 60, 71, 99, 107, 108, 127
- Project strategy, 39, 53, 127
- Purpose, 1, 6, 19, 23, 27, 28, 29, 31, 36, 60, 74, 75, 93, 94, 95, 107, 113, 116, 127
- Sector-based programming, 21
- Strength-based approach, 7, 113
- Supervisor, 49, 128
- Task analysis, 40, 42, 43, 44



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)



NOTICE

Reproduction Basis

- ☐ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
- ☒ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").